DOCUMENT RESUME

ED 106 926 EA 007 117

AUTHOR	Robbins, Wayne R.; Whitaker, Donald
TITLE	A Guide for Community School Advisory Councils.
INSTITUTION	San Diego County Dept. of Education, Calif. Center for Community Education.
PUB DATE	Apr 75
NOTE	94p.
AVAILABLE FROM	Center for Community Education, Department of Education, San Diego County, 6401 Linda Vista Road, San Diego, California 92111 ($2.00)
EDRS PRICE	MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS	Administrator Role; *Advisory Committees; Annotated Bibliographies; Community Education; Community School Directors; *Community Schools; Educational Needs; *Guides; Objectives; Occupational Information; Post Secondary Education; Questionnaires; School Community Programs; Surveys

ABSTRACT

Community education addresses itself to the involvement of community people in decision-making processes. By opening the local school to all members of the community, determining its needs, wants, and problems, setting priorities, and then finding the appropriate delivery systems to address these issues, the concept is becoming a significant movement within society. The community school advisory council is a vital part of the total operation of a community school. Some specific duties are to keep the director informed, to recommend new programs, and to assist in planning programs, developing resources, and disseminating information. This guide is designed to help those interested in developing and maintaining an effective community advisory council. For use by the community school director and advisory council members, it has five parts: selection and organization of a community school advisory council, building a working relationship, first steps in implementation, maintaining interest, and supplemental information. Each section is organized so that the guide may be read from beginning to end, or the sections may be used individually. (DW)

ED106926

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

A GUIDE *FOR*
COMMUNITY SCHOOL ADVISORY COUNCILS

Superintendent of Schools
Department of Education, San Diego County
6401 Linda Vista Road, San Diego, California 92111
Telephone (714) 278-6400, Extension 262

A San Diego Center for Community Education Production
April 1975
$2.00

EA 007 117

SAN DIEGO COUNTY BOARD OF EDUCATION

Ray W. Booth, *President*

George W. Dunn

P. N. Hyndman

Jack Port

Amy Villalobos

M. Ted Dixon, *Secretary*
Superintendent of Schools

Contents

Foreword v

Preface vii

I. **Selection and Organization of a Community School Advisory Council**
Introduction 1
Selecting an Advisory Council 5

II. **Building a Working Relationship**
Introduction 9
Strength Bombardment 10
Role of Community School Director 15

III. **First Steps in the Implementation of a Community School**
Introduction 25
Considerations for Writing Bylaws 29
Leadership 31
Developing Goals and Objectives 35
Evaluation Procedure 36
Conducting a Needs Assessment 39
Setting Priorities and Selecting Realistic First Endeavors 51

IV. **Maintaining Interest of the Advisory Council Members**
Introduction 55
Maintaining Interest 56
Some Ways Community Education Can Produce Change 57
Advisory Council Tasks 58

V. **Supplemental Information**
Philosophy 59
Agencies Within San Diego County 60
Annotated Bibliography 67
Appendix A - Job Description - Sample I 73
Appendix B - Job Description - Sample II 76
Appendix C - Job Announcement - Sample III 77
Appendix D - Proposed Bylaws - Sample I 79
Appendix E - Proposed Bylaws - Sample II 84
Appendix F - Sample Goals and Objectives 88
Appendix G - Feasibility Assessment - Sample I 91
Appendix H - Needs Assessment - Sample II 94
Appendix I - Needs Assessment, Youth Survey - Sample III 103

Foreword

Community education addresses itself to the involvement of community people in decision making processes. By opening the local school to all members of the community, determining its needs, wants, and problems, setting priorities, and then finding the appropriate delivery systems to address these issues, the concept is becoming a significant movement within society.

The community school advisory council is a vital part of the total operation of a community school and the implementation of the community education concept. This booklet is designed to assist those interested in developing and maintaining an effective community advisory council. Specifically, it is intended to be used by community school directors and advisory council members as they work together to develop a community school.

This booklet is intended as a guide. However, it is not definitive, since some of the items suggested may not meet the needs of your community council.

This guide was written and compiled by Dr. Wayne R. Robbins, center coordinator, and Donald Whitaker, assistant to the coordinator, Center for Community Education. The following individuals are also acknowledged for their assistance: Dr. Tony Carrillo, John Gessel, Dr. Gary Hoban, Dr. David Santellanes, Larry Horyna, Leo Tuck, Danny Walker, and John Warden.

For further assistance, contact the Center for Community Education.

M. Ted Dixon
Superintendent of Schools

Preface

Community education is a comprehensive and dynamic approach to public education. It is a philosophy that pervades all segments of educational programs and directs the thrust of each of them towards the needs of the community. The community school serves as a catalytic agent by providing leadership to mobilize community resources to solve identified community problems. The marshaling of all forces in a community will help to bring about change as the school extends itself to all people. To implement the community education concept in a school, it is necessary to establish a community advisory council.

The community advisory council is a representative group of school-community members committed to the common goal of community development through the identification of problems and application of solutions. Using an advisory council effectively involves work. Of course, there are no hard and fast rules which will guarantee success. There are, however, some suggestions based on experience with councils, which might be helpful. This publication is intended to assist the community school director, who is responsible for the program, and the advisory council as they work together to implement the community education concept.

An advisory council can strongly affect its individual members. Attitudes, behaviors and life styles of members can change due to their involvement in the group process. Some of these group process principles are:

1. People are more likely to accept a changed pattern of behavior when they, themselves, have participated in the planning.

2. People are more likely to change their behavior if they see that other people like themselves are also planning and endorsing such a change in behavior.

3. People are more likely to act upon a request if they can be persuaded to commit themselves to a positive decision at the time they hear the request.

4. The group itself can be used to stimulate consideration of the new action, to analyze the difficulties and suggest ways of overcoming them, and finally to arrive at some decision about the action being discussed.

5. If free discussion of a proposed action results in some general agreement among group members that they will participate in this action, there is a good chance that the action will be carried out.

6. A group decision can do a great deal to strengthen an individual's good intentions and change his attitudes.

Above all, the purpose of a community advisory council is to serve as the eyes and ears of the community for the director. Some of its specific duties are:

1. keeping the director informed,

2. recommending new programs,

3. assisting in planning programs,

4. assisting in the development of a resource bank, and

5. assisting in "spreading the word".

This Guide for Community School Advisory Councils is divided into five sections. They are:

1. Selection and Organization of a Community School Advisory Council

2. Building a Working Relationship

3. First Steps in the Implementation of a Community School

4. Maintaining the Interest of Advisory Council Members

5. Supplemental Information

Each of these five sections is organized into a logical sequence of events so that the guide may be followed from beginning to end. The guide is also designed so that each section may be used independently by those seeking assistance with a specific task.

Section I

Selection and Organization of a Community School Advisory Council

Introduction

Why have a Community Advisory Council?

In the community education philosophy, schools are viewed as an integral part of community life, as belonging to the people, and as being the institution through which people can most effectively solve identified community problems, including, but no longer limited to, the problem of providing K-12 instruction.

With regard to the K-12 segment of a lifelong education process, the community education approach is based upon the belief

- .that the child is a product of his environment, and as such, his school achievement and performance are affected by this environment, and that in a larger sense, the total environment is the child's "life school".
- .that the school, therefore, as a social institution serving the educational needs of the child and community, has an obligation to work to improve the physical, social, economic and psychological environment of that community.
- .that improvement of the environment can best be accomplished when all community agencies are actively involved in a common attack on problems and when the people of a community are also involved in identifying needs, working out solutions, and developing meaningful programs.
- .that each community is unique, and, therefore, the implementation (expression) of community education will vary among communities.

A community advisory council must become involved in all aspects of implementation and operation of its community school.

Schools should be cautioned against establishing councils for selfish reasons. According to Ben Brodinsky, member of the Old Saybrook, Connecticut School Board, there are five poor reasons for establishing community advisory councils which school administrators should avoid. These reasons, as cited in National School Board Association Education Policy Service, are:

1. Free labor: "If we had a community advisory council, maybe it could dig up the facts we need."

2. Rubber stamp: "I'll bet a bottom dollar we could set up an advisory council to O.K. our new policies on smoking to get the parents to accept them too."

3. Shock absorber: "We've taken enough abuse on that issue. Let the community advisory council get some of the flak."

4. Front-man promoter: "We got cut down again on those sex education courses. Don't you think a citizens advisory council could push them through next year?"

5. S.O.S. team: "We aren't getting anywhere with the fiscal people, and now we're in a head-on fight with the teachers. Don't you think a community advisory council could . . . . "

The real purpose of an advisory council is to get ideas from citizens and to help hammer out sound principles for improving the school and community. Advisory council members are advisors, not operators; they are idea givers, not policy makers; new direction givers, not necessarily backers of the *status quo.*

A community advisory council is generally selected after the hiring of a community school director. Prior to this time, the developmental process leading toward a decision to implement a community school has been completed by a steering committee appointed by the principal of the school. Once the decision has been made to implement the community school, the steering committee is expanded into a community school advisory council.

The following subsection discusses the selection and organization of the council.

WHO BELONGS TO A COMMUNITY SCHOOL

Selecting an Advisory Council

The community education concept calls for people of the community to be involved in the decision to become a community school. Initially there should be a "steering committee" to guide this development phase.

Once the decision has been made to implement a community school, and funding has been approved, a community advisory council should be established. The exact time that this occurs varies with each community.

Generally, the existing steering committee and the newly hired community school director take a close look at their community and develop a list of representative groups. This list might include:

1. School Employees: Principal, teachers, custodian, aides, secretaries, nurse, cafeteria workers, etc.

2. School related groups: Academic advisory councils, PTA, parent groups, etc.

3. Community Representatives: Senior citizens, non-parents, youth, singles, etc.

4. Agencies: Social services, churches, adult education, governmental, recreation, health, police, etc.

5. Business and Industry: Local business persons, industrial representatives, etc.

6. Service Clubs: Kiwanis, Rotary, Lions, etc.

7. Action Groups: Federations, Associations, etc.

Once these groups have been identified, these procedures can be followed. Extend invitations to representative leaders and groups to meet and discuss the needs and plans for a council and to determine future steps. The director and steering committee members may themselves serve as a committee to work toward development of a community council, or they may select a committee from leaders in identified community groups.

Find a suitable time and place for an organization meeting. The invitations should be sent out over the signature of the steering committee.

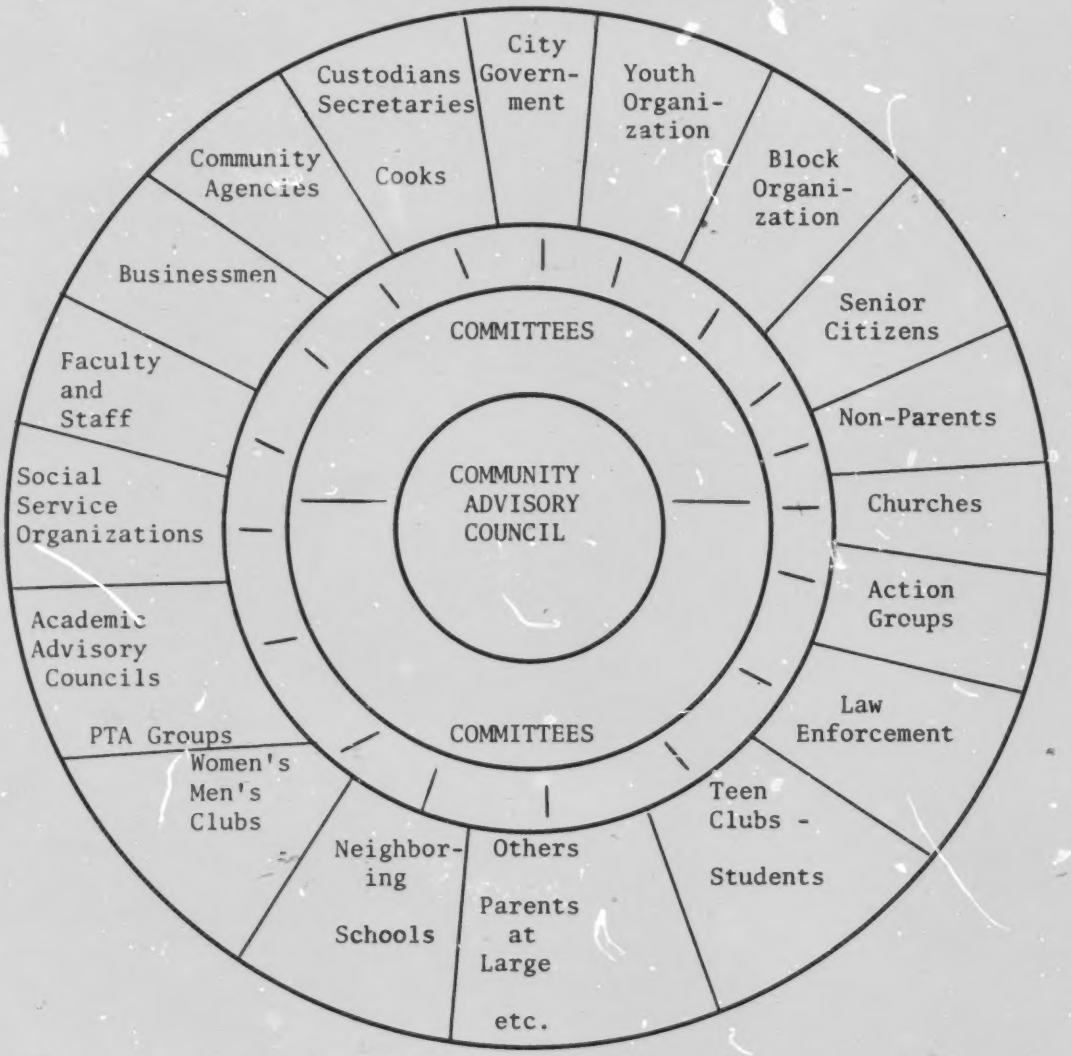
At the meeting have someone explain what a community advisory council is, what its purpose is, how it will operate, the kind of community problems with which it will deal, and how much such a council will mean to the community. Allow time for discussion. The Center for Community Education staff at the San Diego County Department of Education is available for this assistance.

The community advisory council should make use of all available information and resources in achieving its purpose. In the local community, there are individuals whose interests, skills, and specialized knowledge would be helpful. At the city and county levels, there are numerous social and educational agencies which will be willing to assist and are necessary to the success of the council.

The diagram on the following page indicates the general make-up of a community advisory council.

Community Advisory Council
Organizational Diagram

The public school organization is in the best position to assume a leadership role in coordinating community efforts to combat the most pressing local and national problems.



"The nature of the community largely determines what goes on in the school. The community and the school are inseparable." (Conant, 1961, 89th Congress)

Once the advisory council has been selected, letters of invitation sent, and acceptances received, the community school director should arrange for the first meeting.

At the first meeting of the council, time should be taken to build a working relationship so that the members can function together in a more productive manner.

The following section discusses some methods of building a working relationship.

Section 2

Building a Working Relationship

Introduction

Prior to getting on with the implementation of the community school, it is necessary to break down the initial barriers that confront any group in its beginning relationships.

When members of a community advisory council come together for the first time, there are generally many questions within the minds of each individual.

What are we supposed to do?
What powers do we have? Not have?
Who are these people?
Will my opinion be accepted by others?
Why was I selected?

These are just a few questions new council members may have in mind. To eliminate these kinds of initial concerns, the following exercises are offered. It is important that the council take the time necessary to complete each exercise. Many avenues may be taken. Start with simple exercises and become more sophisticated. Some possible steps in expanding group process skills and identifying roles include:

1. Simple introduction: Divide into groups of two. Each person becomes acquainted with their partner. Try to become as knowledgeable about the person as possible. After a designated time (3-5 minutes), each person introduces his partner to the remainder of the group.

2. The group may decide to set up ground rules for interacting to insure that every person is heard and respected, and to avoid monopolizing by one person. Once rules such as consensus and order are established, they should be reviewed and discussed periodically.

3. Strength Bombardment exercise (see following pages). This exercise gives each person a positive sense of self. It also further breaks down group barriers.

4. Role definition of community school director.

5. Role definition of community advisory council.

Strength Bombardment

This exercise has proven to be an excellent vehicle for breaking down initial group process barriers and in building positive attitudes in each individual and the group.

Materials needed

1. Worksheet and target, one for each person (sample on next page)
2. Self-sticking labels, approximately ½" x 1" each
3. Pen/Pencil

Process

1. You may wish to discuss "success". What it means to each individual.

2. Divide into groups of five to eight (each group around a separate table).

3. Each person writes his/her success pattern on sheet provided. (Takes about 15 minutes.) This is the speaking outline for the next step.

4. One person volunteers to be first. Using the success pattern sheet as a speaking outline, relate to the group your success pattern.

5. While the individual is speaking, each of the other members of the group writes positive words or phrases (two or three) relating to what is being said, on the gummed labels.

6. When the person has finished, they turn over their sheet (target on back). All other group members "bombard" the target with their gummed labels, looking the person in the eye and saying what is written on the label.

7. Each person in the group takes their turn in steps four through six until all members have had the opportunity.

8. Discuss the feelings you had during the exercise.

For assistance with this exercise, call the San Diego Center for Community Education - 278-6400, ext. 262.

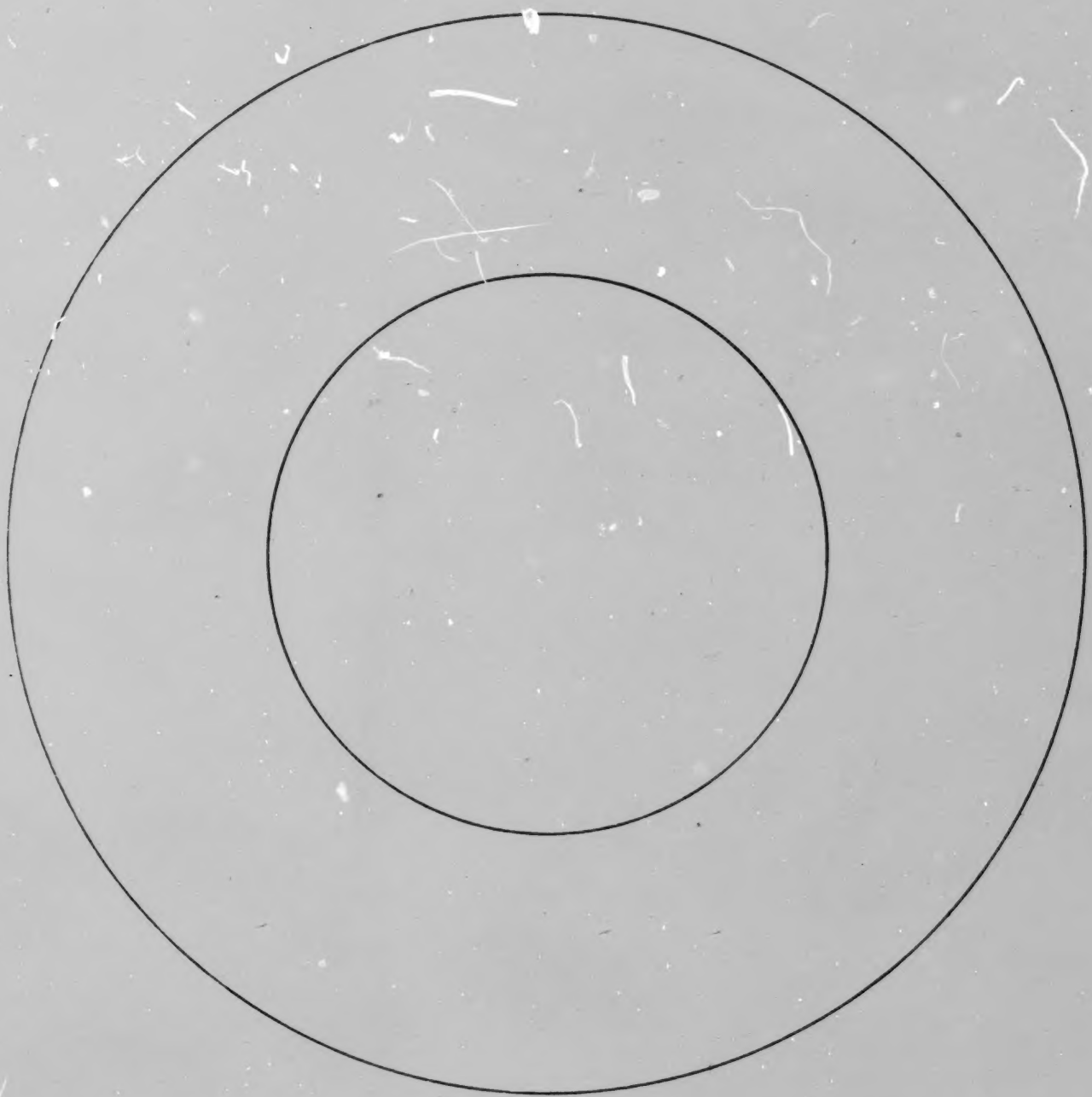
San Diego Center for Community Education

My Success Pattern

Period	Successes	Why
Age 0-12	1. 2. 3.	
Age 13-18	1. 2. 3.	
Age 19-25	1. 2. 3.	
Age 26-Present	1. 2. 3.	
Home-Family	1. 2. 3.	
Most Successful Experience		
Success During Past Week		
Two Anticipated Successes in Next Few Weeks		

Success to me is:

San Diego Center for Community Education
Strengths



Role of Community School Director

Introduction

Now that you have established better relationships within the advisory council, it is important that the council members understand the role and duties of the community school director.

First of all, nationwide, the title "community school director" is used to describe the person responsible for a specific community school. The title, "director of community education", is used in districts where the concept has been expanded to include several community school sites.

In California, the position has taken on many titles, from community school director to community school coordinator, specialist, facilitator, or community services specialist. The title isn't all that important, but the task to be performed is.

In this booklet, we use the title "community school director".

The community school director should be a voting member of the council. In this capacity, he or she is of equal status with all of the council members. But the director, as the full-time person in community education, has additional responsibilities too. Taking advice and often assistance from the advisory council, the director is responsible for the following tasks:

Planning of Program

Planning elements of the program (developing, selecting, and scheduling).
Organizing new activities (including experimental developments).
Meeting with advisory groups and interviewing key people in the economic, social, political, and educational structure of the community.
Conducting fact finding and community needs surveys.
Coordinating activities with existing agencies.

Promotion, Publicity, Interpretation and Public Relations

Preparation of newspaper and radio publicity.
Preparation and distribution of printed and mimeographed announcements.
Arrangement of promotional radio and television programs.
Personal talks before local groups.
Appearances on radio and television programs.
Service as discussion leader, moderator, etc. for other organizations.
Preparation and display of exhibits.

Direction of public meetings or "open house" affairs.
Interpretation of programs to public school staff and community.
Assembly of scrapbook and/or photo album.

Recruitment and Certification of Staff

Searching for qualified leadership.
Interviewing prospective instructors.
Public announcing of available positions.

General Administration

Financial matters
1. Preparing payrolls
2. Approving expenditures
3. Collecting of fees
4. Preparing budget
5. Preparing claims for state and federal aid

Supplies and equipment
1. Control of inventory
2. Selection of instructional materials
3. Approval of material requests
4. Arrangement for printing, repair and delivery of materials

Office management
1. Supervision of clerical personnel
2. Maintenance of records and files

Routine operations
1. Correspondence
2. Telephone communication
3. Personal interviews
4. Preparation of routine reports
5. Arrangement for activity registration

Special and miscellaneous activities
1. Review of material prepared by staff members
2. Leadership duties within local program

Participation in local school system staff meetings

Training and Supervision of Professional Staff

Ongoing group inservice training sessions
Individual conferences with instructors
Preparation and review of training bulletins and materials
Visitation of activities

Coordination and Cooperation with Outside Agencies

Providing consultant services in connection with educational projects of other community organizations.
Developing cooperative projects with other agencies and organizations.
Arranging special aspects of the public school adult program which require the cooperation of other organizations.
Serving on organizational committees as result of local position

Evaluation of Program

Review and analysis of periodic reports
Conferences with participants
Survey and analysis of dropouts
Periodic review of program in relation to emerging needs
Continuous studies of needs (survey, etc.)

Professional Growth

Attendance at state and national conferences
Attendance and participation in workshops and seminars
Reading professional materials
Authorship and editing

Often advisory councils appoint specific task forces to assist the director in accomplishing a given task. For example, a Needs Assessment Task Force can plan, implement, and compile the needs assessments. Once any task force has completed its intended duties, it should be disbanded.

For additional insight into the role of the community school director see the sample Job Descriptions in the appendixes. Also, councils may have the need to write job descriptions and job announcements. The sample Job Descriptions and Job Announcements in the appendixes may be useful in this endeavor.

Once the council has developed a working relationship, has a clear understanding of the community education concept, and knows the role of the community school director, it must define its own role and determine priorities.

There are two simulation exercises presented in this book that will assist in specifically defining your roles and determining priorities. These exercises are:

Simulation I: "Role Identification of the Director and Council" This exercise is designed to assist council members in determining what roles they have primary responsibility for, what roles the director has primary responsibility for, and what roles are shared by both. There are no correct or incorrect answers. The purpose is for each council and director to determine what is right for them. See page 19 for a sample exercise.

Simulation II: "Determining Priorities of the Community Advisory Council" This exercise is designed to assist councils in determining if tasks are of high, medium, or low priority. Again, each council will have different community needs on which to base their priorities. Consensus should be reached on each item. See page 21.

The importance of these exercises, then, is that everyone agrees upon the best delineation of responsibility. These responsibilities should be decided upon before proceeding with the implementation phase.

Simulation Exercise I

Role Identification of the Director and Council*

The following tasks, not all inclusive, help facilitate the community education process. These tasks require the action of either the community school director, community advisory council, or both. Indicate whose primary responsibility it is to perform these tasks.

	(Please check) Director	Council	Both
1. Develop building supervision procedures.			
2. Maintain program records.			
3. Schedule classes and activities.			
4. Identify, recruit and train volunteers.			
5. Provide inservice training for community school staff.			
6. Set program goals and objectives.			
7. Assist in class/activity registration.			
8. Conduct community needs assessment.			
9. Develop program evaluation procedures.			
10. Develop program budget.			
11. Obtain program financial support.			
12. Disseminate the philosophy of community education.			
13. Maintain communications between school and community.			
14. Facilitate interagency cooperation.			
15. Develop a community school newsletter.			
16. Publicize community school activities.			

	Director	Council	Both
17. Seek involvement of new people in community school activities.	_____	_____	____
18. Assist in program evaluation.	_____	_____	____
19. Coordinate interagency efforts.	_____	_____	____
20. Make recommendations to school system relative to program development.	_____	_____	____
21. Add others for your community, if necessary.			
_____	_____	_____	____
_____	_____	_____	____
_____	_____	_____	____

Please indicate if you are a community school director or community school council member.

Community school director _____ Community school council member ____

*Reprinted by permission.
Dr. David Santellanes & John Warden, University of Oregon

Simulation Exercise II

Determining Priorities of the Community Advisory Council*

INTRODUCTION

A community advisory council is a representative group of citizens who meet to coordinate and plan for community education development. It provides invaluable information to the community school director for program development. While there is no single, proven strategy for activating the community education process in every community, there are certain tasks required of community advisory council members in order to provide impetus for this process.

SITUATION

You have become a member of a community advisory council which is attempting to provide direction for a community school program. You must determine which of your tasks deserve top priority.

INSTRUCTIONS: PHASE I

This is an exercise in role clarification for community advisory council members. Your task is to determine the relative importance of various tasks performed by community advisory council members. Listed below are some tasks which the community advisory council member may be asked to perform.

First, place a letter in the appropriate column to indicate your priority for each of the indicated tasks. Approximately one-third of the tasks should receive a high, one-third a medium, and one-third a low priority rating. Indicate:

H - High priority task
M - Medium priority task
L - Low priority task

Second, review all of those tasks which you identified as deserving a high priority (H) by community school advisory members and star (*) the one single task which you feel is the most important for community advisory council members.

Third, review all of those tasks which you identified as deserving a low priority (L) by community advisory council members and place a check (✓) next to the one single task which you feel is the least important for community advisory council members.

INSTRUCTIONS: PHASE II

You will then join a small group to reach a group consensus on the list. Indicate your small group's consensus in the appropriate column using the same code outlined in Phase I.

Consensus is sometimes difficult to reach. Therefore, not every individual or small group ranking will meet with everyone's complete approval. Try, as a member of the group, to make each ranking on which all members can at least partially agree. Think big! The following are guides to use in reaching consensus:

1. Avoid arguing for your own individual judgements. Approach the task on the basis of logic, research, and knowledge.

2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat.

3. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching decisions.

4. View differences of opinion as helpful rather than as a hindrance in decision-making.

TASKS	YOUR RATING	SMALL GROUP
1. Study and form action groups around community problems and issues.	_____	_____
2. Develop effective communication networks with the community.	_____	_____
3. Establish community school procedures (i.e., building usage).	_____	_____
4. Establish school district policy.	_____	_____
5. Conduct community surveys.	_____	_____
6. Identify and recruit volunteers.	_____	_____
7. Assist in class/activity registration.	_____	_____
8. Represent the community advisory council at other community functions.	_____	_____
9. Set program goals and objectives.	_____	_____
10. Assist in evaluation of the community school program.	_____	_____
11. Raise funds to support community school programs and projects.	_____	_____
12. Publicize community school activities	_____	_____
13. Personally supervise community school activities.	_____	_____

	YOUR RATING	SMALL GROUP
14. Develop a community school newsletter.	_____	_____
15. Maintain records of council proceedings.	_____	_____
16. Others (specify)_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

*Reprinted by permission,
Larry Horyna & John Warden, University of Oregon

Section 3

First Steps in the Implementation of a Community School

Introduction

The council, having developed a working relationship and determined its role, is ready for the next step - implementation. Various methods of action will be discussed and considered before a final "best" method is agreed upon. Any member of the council may be assigned the responsibility for carrying out the action, depending upon the nature of the action and the person or group most appropriate to respond. In some cases, the writing of a letter by a single council member may be sufficient. In other cases, a task force may be needed. Carrying out solutions may require the combined efforts of council members and many community agencies and groups. This step in the problem-solving process is the ideal time to utilize the resources of various community agencies.

This section of the guide is designed to assist the council in a step-by-step process leading to the implementation of programs and activities. The following subsections are included:

1. Considerations for Writing Bylaws: First you must determine if bylaws are needed. If they are, go about the task of formulating them quickly as there is more important business to attend to.

2. Developing Goals and Objectives: Any effective operation must have a set of "guides" to lead toward the intended outcome. Taking time to develop sound goals and objectives will assist you in maintaining a steady thrust toward the implementation of community education and will provide a sound basis for evaluation.

3. Conducting a Needs Assessment: This is one of the most important initial tasks to be performed. This subsection is designed to assist in the organization, writing, administering, compiling, and "prioritizing" of a needs assessment.

Considerations for Writing Bylaws

The first question to answer is, "Do we need to have bylaws?" If the determination is that you do, then go about their formulation as rapidly as possible. To dwell on writing bylaws distracts from your major purpose - Serving People!

IMPORTANT CONSIDERATIONS:

It is recommended that councils, in developing bylaws and/or constitutions relating to their operation and structure should give particular attention to the following areas.

Purpose

The goals and objectives of the council should be carefully considered and clearly stated.

Officers

The following items pertaining to officers who will serve on the council should be delineated.

1. Duties and responsibilities
2. Terms of office
3. Method of selection

Membership

See Section I - Selection and Organization.

Attendance

Attention should be given to developing a system to assure regular attendance on the part of all council members. It is recognized that regular attendance is a necessary and important contribution to maintaining continual dialogue and enhancing the potential of the council to achieve its purpose and objectives.

Meeting Requirements

It is recommended that all councils conduct meetings on a regularly scheduled basis. This will allow for continual communication between the school and community. It is also anticipated that attendance improves when council members have a planned schedule of meeting dates to which they can adjust their own individual schedules. A schedule of meeting dates should be determined by a general consensus of council members.

Task Forces

The extensive involvement of the councils in carrying out their functions and responsibilities will probably necessitate that both temporary and permanent task forces be established to assist the councils in achieving their objectives. Some examples of task forces would be:

- Education
- Neighborhood and social problems
- School facilities
- Programs and activities
- Needs assessment

Task Force Organization

Over-all Planning Task Force		Health Task Force
		Family & Child Welfare Task Force
Budget & Finance Task Force	Officers President Vice President Secretary Treasurer	
		Recreation Youth Work Task Force
Nominating Committee		
		Education Task Force
Special Committee as Needed		

Amendment Process

Each council should develop a mechanism to change, or delete, those sections of their bylaws and/or constitutions which are not deemed necessary or which affect the extent to which the council is able to achieve its desired goals and objectives.

Quorum

It is recommended that council meetings should not be considered official unless there is a quorum of members present. The number of members necessary to constitute a quorum should be determined by each individual council. A quorum is generally never less than one-third of a group's membership.

Leadership

The success of a council depends on several things, perhaps most important of all is the quality of its leadership. The council able to arrange for some paid staff service, even if only part-time, is fortunate. For such staff help, the council might look to one of the following sources:

1. A public or private agency that will permit one of its employees to function as council secretary.

2. A retired person with interest and special ability.

Selection or election of officers, directors, and committee chairpersons must be more than a haphazard process. A nominating committee is one way of getting good results. Council leadership should meet the following qualifications:

--Have a sincere faith in people
--Have broad vision and a community point of view
--Have ability to get people to work together in a democratic way
--Command wide respect in the community
--Give enough time to do the job required

How Does the Council Get Results?

It is unwise to attempt too large a problem in the beginning. It is better to select one or two projects where a definite problem exists and where the chance of success is reasonably sure.

Sample Bylaws may be found in Appendixes D and E.

Developing Goals and Objectives

Although determining goals and objectives is a must in any endeavor, spending too much time delays getting to the task at hand. To expedite the task, the following suggestions are made.

1. Everyone on the council should be certain that he/she knows the definition of goals and objectives.

   GOAL - a goal is a broad statement of direction or intent without reference to time or specific behavior.

   PERFORMANCE (BEHAVIORAL) OBJECTIVE - A performance objective, for our purpose, is a statement which describes:

   (1) the individual or individuals who will be behaving,
   (2) the identity of a terminal behavior,
   (3) the conditions under which the behavior will be expected to occur,
   (4) the criteria of acceptable performance, and
   (5) the time in which an activity and behavior will occur.

2. The council should collectively agree upon the goals of a community school program.

3. The community school director should write the specific objectives and submit them for council approval.

4. Objectives should be realistic, measurable, and attainable. They are a guide to assistance and evaluation to be provided.

5. Once finalized, goals and objectives should be distributed and discussed with the community school director's superiors and other interested parties. The principal should be involved in the entire process.

Sample Goals and Objectives may be found in Appendix F.

Note: Some councils may choose to complete a needs assessment prior to formulating goals and objectives.

Evaluation Procedure

Periodic evaluation should be conducted jointly by the community school principal and members of the community school advisory council to determine the extent of progress.

Evaluation should be based upon the goals and objectives developed by the community school director and advisory council.

Evaluation shall consist of narrative reports prepared by the community school director, by a weekly on-site evaluation by the community school principal, and by an external evaluation close to the end of the fiscal year.

1. The community school director will have on-site monthly meetings with the school principal and the advisory council to discuss daily activities. Accomplishments, plans, and problems encountered by the project should be discussed.

2. The community school director will prepare and submit a semiannual narrative report to the local school district and board of education.

3. An external evaluation of a community school will be conducted by June 30. The evaluation team shall consist of representatives of the community school advisory council, staff members of the school district, and the center for community education.

Conducting a Needs Assessment

Introduction

Conducting a needs assessment within your community is a major and necessary function. It should be undertaken as soon as possible after a community school director is hired.

The advisory council should select a needs assessment task force which will be responsible for planning, conducting and compiling a survey.

The steps to be taken and suggestions to be offered are in the following pages.

1. General Information
   a. "Why conduct a survey?"
   b. Determining the information being sought.
2. Developing a survey instrument.
3. Organizing the conducting of a survey.
4. Compiling information.
5. Setting priorities.
6. Selecting realistic first endeavors.
7. Implementing programs and activities.

(The section on conducting a needs assessment should be read and discussed prior to beginning any planning.)

General Considerations

1. Conducting a needs assessment to determine:

   a. Demographic data
      (Much of this may be obtained through the center for community education.)
   b. Social problems: juvenile and adult
   c. Family problems: needs, wants
   d. Educational and vocational needs and wants
   e. Community-wide and individual problems
   f. Cultural problems
   g. Economic problems
   h. Facility requirements
   i. Senior citizens
   j. Volunteerism
   k. Interest areas
   l. Health needs
   m. Recreation and leisure
   n. Ideas and suggestions
   o. Other

2. Providing evaluation and feedback
   a. Allowing community to evaluate selected topics
   b. Identifying effective and ineffective communication techniques

3. Offering service to clients and staff by
   a. Identifying staff
   b. Identifying leaders
   c. Identifying those with specific needs
   d. Pinpointing resource people, volunteers

4. Giving public relations help
   a. Identifying ways of disseminating information to community
   b. Expanding public relations opportunities
   c. Advertising existing services
   d. Letting community know we are concerned
   e. Stimulating interest in the community education concept
   f. Providing a means for community involvement (surveyors, respondents)
   g. Bringing alienated adults into the fold who find nothing good in the community, but who, eventually, can be turned on to work for the community.

5. Awareness
   a. To determine community's awareness of the program
   b. To determine what community knows and what it would like to know about the schools, agencies, or the community.

6. Attitudes
   a. About school
   b. About community
   c. About accountability
   d. About feelings toward schools and the community

7. Clients - Identification of persons who would like to participate in various classes.

8. Identification of resources - To develop a list of resource people, teachers and volunteers.

9. Dropout problems - "Why do individuals drop out of school?"

10. Identification of ways to involve the total community in community affairs.

11. Other

Developing a Survey Instrument

Each community will have specific questions it will want to ask. Generally these questions fall into three categories.

1. Needs: Those things an individual deems as essential to his/her well being or the well being of other individuals. Some examples may be: employment, legal counseling, health care, well baby clinic, juvenile problems, senior citizens involvement, vandalism, drug abuse, parent effectiveness, volunteer programs, political clout, etc.

2. Wants: Those things an individual deems to be enriching to him/her self or other individuals. Some examples may be recreational activities, family oriented experiences, enrichment class, teen clubs, food co-ops, summer (intersession) programs, etc.

3. Problems: Those things immediately apparent to the community which hinder the growth of the community and the individuals within it - the prominent "ills" of the community.

Using the brainstorming method, determine the categories of questions you want answered. In writing survey items, consider your audience. Do not turn people off with long, complicated items.

Consider these questions. Should a survey be in Spanish (or other language) as well as English? Should it be the paper and pencil type or one in which an interviewer is used? We suggest the interview method. (See page 45) Questions/items should be designed so that people answer the questions you ask. For example, asking a person to check classes they would be interested in is not as effective as asking what activities they would attend.

Be aware of the possibility that an interviewee's response could be an appraisal of other's needs. Ascertain, as clearly as possible, the wants and needs of that individual while avoiding any threat to that person.

Consider how the gathered information will be compiled. Open-ended questions may be necessary in some cases, but they require many hours and many people to compile. Questions that require a yes/no or a check mark are much easier to compile; they are a necessity if you plan to use data processing. On the other hand, a simple check may not be enough to determine what is needed.

Is a random sample appropriate? In a word, "No". Statistically a random sample is sound, but community education is people. By starting the process from the beginning, as people oriented, you will be on the right track. Striving for a 100 percent sample tells people you are interested in what they have to say. Do not take the easy way out by using a random sample. The block organization plan is discussed later to assist in a total needs assessment.

During this stage, unless the council has a person experienced in survey procedures, it is wise to request outside help. The Center for Community Education will be happy to assist you.

Sample surveys may be found in Appendixes H and I.

SUMMARY CHECKLIST FOR CONDUCTING A NEEDS ASSESSMENT

Have you considered these items?

1. HYPOTHESIZING - WHAT YOU WANT TO STUDY
2. DESIGNING - PROCEDURES AND METHODS
3. PLANNING - MATERIALS AND PERSONNEL REQUIRED
4. FINANCING - SUPPORT FOR THE STUDY
5. SAMPLING - WHO AND HOW MANY
6. DRAFTING - FRAMING QUESTIONS
7. CONSTRUCTING - FIRST DRAFT OF QUESTIONNAIRE
8. PRE-TESTING - VALIDITY OF QUESTIONS
9. TRAINING - TEACHING INTERVIEWERS
10. BRIEFING - INSTRUCTING INTERVIEWERS
11. INTERVIEWING - SECURING DATA
12. CONTROLLING - SEEING THAT INTERVIEWS ARE COMPLETED
13. VERIFYING - CHECKING DATA ACCURACY
14. CODING - PREPARING DATA FOR ANALYSIS
15. PROCESSING - ORGANIZING DATA FOR ANALYSIS
16. ANALYZING - INTERPRETING THE DATA
17. REPORTING - SHARING THE INFORMATION

Organization for Conducting a Survey

The community education concept is people; therefore, the best survey is the one which attempts to reach every person in the community. By doing this, you tell every person in the community that you are interested in what he/she has to say.

Two basic types of surveys are discussed here:

1. Paper and Pencil: This type is one in which the person receiving the survey sits down and writes out or checks off the information requested. If this type of survey instrument is used, it should be distributed by members of an organized group (such as, the block organization plan) and picked up by the same person at a designated time. Obviously, sending a survey home with school children defeats the purpose. First, it does not reach the total community, and, second, experience has shown that a high percentage of the surveys distributed never get home.

2. Interview survey: Although more time consuming, this method is more personal and therefore more valuable as a community education tool. This type of survey should use the block organization plan also. (Discussed on page 45.)

Suggestions for using the interview technique are provided on the following pages.

Interview Survey Procedures

Introduction

This survey is being taken to help determine the problems, needs, and wants of the people of the community. We hope these needs and desires may be partially met through Community Education.

Each interviewer should have:

letters of introduction
copies of questionnaire
list of names and addresses of persons to be interviewed
questionnaire envelopes

Interview Steps

1. Determine names and addresses of persons to be interviewed.

2. Receive interview materials and be briefed on interviewing procedures.

3. Contact people on the list.

Procedure for Interviewing

1. Introduction: "Good day (or evening). I'm _____ representing the Community Education Committee. We are in the process of finding out the needs and desires of the people of this community. This letter will explain our study." (At this time, present the letter of introduction.)

2. At this time, if you have not previously arranged the time of the interview, ask if it would be convenient to complete the interview now or at a time in the near future. If it is not convenient then, set a definite time within the next two days.

3. If you are refused entry or the person is very negative, thank him and go on to the next person on your list.

Before Completing the Questionnaire

1. Restate that your purpose is only to find out information and opinions. You are not selling anything or representing any company.

2. State that the questionnaire is completely confidential. It has no name or identifying marks. You may wish to have a separate sheet for names and addresses of those who wish to volunteer or be contacted for a specific purpose.

3. Allow the person a choice of (a) filling out the questionnaire himself or (b) having you ask the questions and record the answers. Either (a) or (b) is acceptable, but (b) is preferable.

4. State that the answers to the questionnaire will be used only to determine how community education may serve the people of _____.

5. Answer any questions the interviewee may have. Be as forthright as possible. Do not be afraid to state you do not know if a question is asked to which you do not have the answer. Invite them to call the community school director or principal to find the answers to questions you cannot answer. Their phone numbers should be on the letter of introduction.

6. If the person does not wish to respond to the questionnaire, thank him and leave courteously.

7. If the interviewee is agreeable, complete the questionnaire.

8. After completing the questionnaire, have the interviewee place the questionnaire in the envelope and seal it.

9. Thank the interviewee and go on to the next name on the list.

Some Interview Tips

1. Be courteous at all times. If the interviewee becomes negative, argumentative or abusive, simply leave as quietly as possible. Attempt to show the person the importance and non-obligation of the questionnaire, but do not argue or "talk back" to the interviewee.

2. Do not leave the questionnaire to be mailed or picked up later. State that the questions will take only a few minutes to answer and you would prefer either to wait or to return at a later time to have the interviewee respond to the questionnaire.

3. Tell the interviewee that he/she and all of his/her neighbors are being asked the same questions. By compiling all of the responses, a "picture" of the needs, wants and problems of the community will be obtained.

4. Interview as many people within the household as possible.

5. Make the respondent feel his answers to the questionnaire are important to the study. Some of the questions may seem unimportant, but they have been carefully selected to help determine the needs and desires of the community.

6. If a respondent objects to answering or is unable to answer any specific question, simply allow him to skip that item and complete the rest of the questionnaire.

7. Try to conduct the interview in a quiet place. Suggest a room where the TV is not on, etc.

Block Organization Plan

The Block Organization Plan is one used by many communities as a very successful delivery system for surveys as well as future programming and dissemination. The method is simple in organizing but often difficult in acquiring needed support. To organize a block system, you

1. Outline the geographic area of your community school.

2. Within each block of the community, acquire a volunteer who lives within the block to be "block leader". This does take time but will be well worth the effort. The block leader's assistance will be extremely valuable for the survey effort and in future endeavors. If there are blocks for which you cannot find a volunteer, either find one from another block or go ahead with the survey in other blocks and find additional volunteers as you go along. As a last resort, you can always cover "non-leader" blocks yourself.

3. Block leaders should be trained about the purpose and procedure of the survey.

4. Block leaders should become the nucleus of your dissemination system.

For further information on how block leaders can be used, contact the Center for Community Education.

Compiling Information

Once the surveys are returned to the community school director (with a predetermined deadline), they are ready to be compiled.

A "Compilation Committee" should have been organized and ready to go to work at this point in time.

If the survey was designed with open-ended questions, the committee should design a method of compiling all responses to each question.

The committee should have ample space to work without interruptions.

If surveys were designed for data processing, they may need to be coded. If that is the case, arrangements should be made for:

1. Key punching
2. Computer time
3. Output date.

Assistance in making these arrangements can be obtained through the Center for Community Education.

Setting Priorities and Selecting Realistic First Endeavors

Once the information from the surveys is compiled, it is ready to be presented to the total community advisory council. The task of the advisory council is to assess the needs, wants, and problems reflected by the community. It is usually best to make three priority lists - one each for needs, wants, and problems.

When priority lists have been completed, it is time to identify solutions and determine which items should be worked on first. Remember that the top priority item or items may not be realistic first endeavors. In fact, they may be impossible first endeavors. Pick items which are challenging yet have reasonably high success probability. Your first endeavors must be successful in order to build community confidence and support. As the community school becomes more and more successful and visible, you will want to take on more difficult tasks.

When the council has selected what items are to be first endeavors, it needs to determine how they will be accomplished. This is where the expertise of the community school director is especially important. Determine:

1. What items require coordination with other agencies? What agencies?

2. What items require volunteer assistance?

3. What items can be accomplished solely by the efforts of the community school director?

4. Other.

The outgrowth of what has taken place in these planning stages is a direct result of the creativity and ability of the community advisory council.

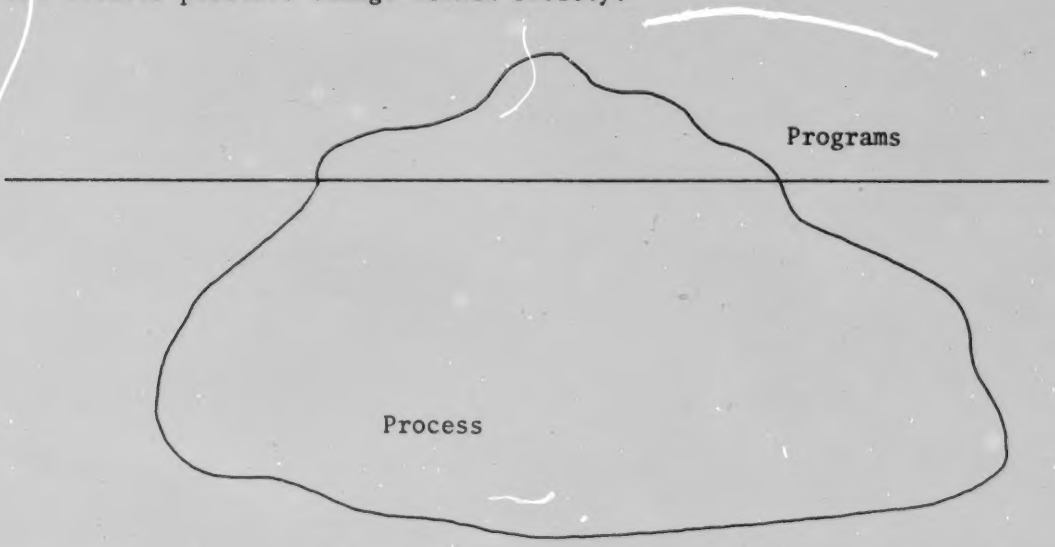
Implementing Programs and Activities

The community is expecting something to happen. The faster activities begin, the more confidence you build with the community. Programs and activities must be advertised. Use every means available to do this, including the block leaders, news media, parent notices, posters, etc.

You are now beginning to meet the needs, wants, and problems of the people within the community. You are well underway toward having a COMMUNITY SCHOOL.

The Iceberg Analogy

Prior to implementing programs, read the iceberg analogy. Always remember that it is the process which leads to a new sense of community and creates positive change within society.



The iceberg is a massive chunk of ice drifting in the ocean currents. Mariners know that only the tip of the iceberg is showing and that the tip represents only a small portion of the whole.

When many persons observe community education, they only see the tip, or the program phase, of the total process--but the power, the strength, and the mass of community education occurs under the "waterline". Here cooperation takes place, attitudes are changed, community climate improves and surveys are completed to determine the wants and needs of people. Here is true community education. Community education is the base upon which meaningful programs are built.

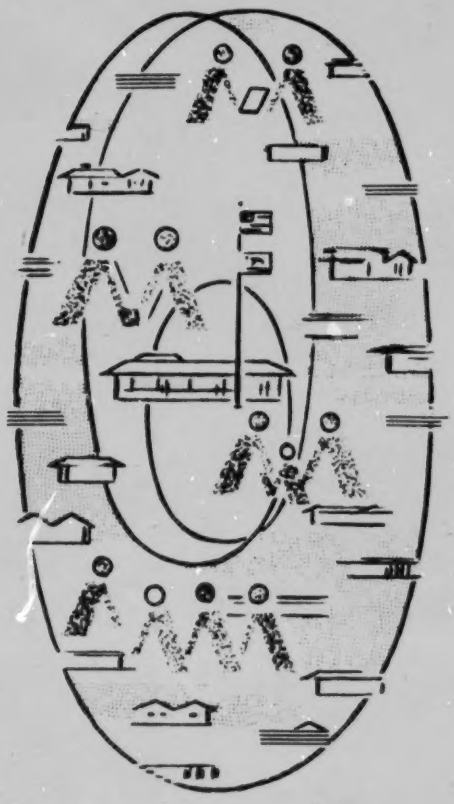
Thus, in the community education concept, programs are vital and have strength, but they cannot succeed alone.

Section 4

Maintaining Interest of the Advisory Council Members

Introduction

Where do we go to get information about community agencies?
What ways can funds be raised?
Where can we get speakers?
How do we prepare a budget for the next year?
How do we gather facts about our community?
Where do we go for information about our city?
How can we learn more about curriculum?
Where can we get assistance on discussion techniques?
Who evaluates our activities?
What is the best way to communicate with our community?
What is the best way to communicate with our school personnel?
How do we mobilize for action?
Where can we learn about employment opportunities?
How can we get publicity about what our council is doing?
How do we stimulate interest in community councils?
How do we get additional informational input from the community?



CONTACT

THE

CENTER

FOR

COMMUNITY

EDUCATION

Maintaining Interest

Once programs and activities have begun, and the community school is in operation, there can be a "let-down" feeling on the part of the advisory council members. Of course, they are excited about what is going on, but they may feel that the work is done. Now what do we do?

This is the time to be reminded that the need for the work of the advisory council has just begun.

Some suggestions for continued support and interest are:

1. Continually look at the list of priorities taken from the needs assessment. What item can be tackled next? How can we accomplish each task?

2. Take a problematic approach. What problems are being encountered in reaching the community, in presenting programs and activities?

3. Determine ways that change is taking place in the community as a direct result of the community education program.

4. Determine how programs and activities will be evaluated and evaluate them.

5. Get out into the community. Knock on doors. Help people to help themselves.

Many results become apparent once the community advisory council has begun to function. Some of the results might be:

.an increase in participation in activities by youth and adults
.an improved educational "climate" in the community
.citizens' wants and needs are made known
.programs added at the request of citizens
.secondary echelon of leadership developed
.discussion of problems leading to lessening of crisis situations
.opinion leaders becoming identifiable
.many resources within the area brought to bear on problems
.development of an awareness that "things" are accomplished more readily by a group than by individuals
.individuals building self-confidence
.members of the community realizing they have a voice in their own future.

Build on each success. Look at each activity as having the potential to build other activities.

Each person within the community who subscribes to the community education concept is a "goodwill ambassador" and will encourage others to become involved.

Some Ways Community Education Can Produce Change

Consider the following. Are they happening in your community?

1. Positive Community Climate through involvement.

   "The Community and the School are inseparable."
   Scholastic aptitude
   School achievement
   Student attitude
   A change in community climate produces a change in school and classroom climate.

2. Improved Attendance

3. Reduced Vandalism

4. Reduced Drug Abuse

5. Reduced rate of "out-of-school" youth

6. Provision of a forum for the discussion of social, economic, and political problems.

7. Maximum use of school facilities.

8. Increase in positive votes in bond and tax issues.

9. Reduced "group" tension.

10. Coordination and use of community resources.

11. Bringing the resources of community agencies closer to the people they serve.

Advisory Council Tasks

Each council will want to develop a list of ongoing tasks which need to be performed. The following items are from a list developed by one community advisory council. Yours, of course, will have many different items. Some of these items you will have already completed.

List of Advisory Council Tasks

1. Conduct, with resident assistance, a community needs assessment.
2. Develop a list of priorities based upon needs, wants, and problems.
3. Make recommendations relative to program development.
4. Assist in the establishment of program goals and objectives.
5. Determine a scheme for evaluating progress.
6. Develop a system for community-school communication to promote publicity of existing programs.
7. Promote activities for children and adults - the total community.
8. Assist in fact finding.
9. Coordinate community services and activities.
10. Develop support for the community school program.
11. Act as an information clearinghouse.
12. Develop a community resource index and program.
13. Encourage and provide special programs.
14. Act as a sounding board for suggestions, ideas, and new programs.
15. Address problems as natural and expected.
16. Establish reference file on needs, wants, and problems of community individuals.

SECTION V

SUPPLEMENTAL INFORMATION

There are volumes of valuable information related to community education philosophy, funding, budgets and processes. While not all of it can be reproduced in this guide, this supplemental section does include:

1. Philosophical Statement
2. A list of some agencies within San Diego County

Following this section, there is an annotated bibliography providing a listing of the books, materials, monographs and films available through the Center for Community Education.

Supplemental Information

Philosophy

Some Assumptions About Community Education

Community education views the schools as an integral part of community life, as belonging to the people, and as being the institution through which the people can most effectively solve identified community problems, including, but not limited to, the problem of providing effective K-12 instruction.

With regard to the K-12 segment of a lifelong educational process, the community education approach is based upon a belief

-that the child is a product of his environment, and as such, his school achievement and performance are affected by this environment, and that in a larger sense the total environment is the child's "life school".

-that the school, therefore, as a social institution serving the educational needs of the child and community, has an obligation to work to improve the physical, social, economic and psychological environment of that community.

-that improvement of the environment can best be accomplished when all community agencies are actively involved in a common attack on problems and when the people of the community are also involved in identifying needs, working out solutions, and developing meaningful programs.

-that each community is unique, [illegible], therefore, the implementation (expression) of community education will vary among communities although each community will marshal its resources to identify and meet its educational needs.

and that -

1. Communities are capable of positive change.
2. Social problems are natural and expected, but they have resolutions.
3. One of the strongest forces for striving for change is community power.
4. People want changes within their communities and are willing to be involved in that change.
5. The community education concept assists people in determining their wants and needs and in determining ways in which communities can become the best they are capable of being.

Agencies Within San Diego County*

American Red Cross Ol Thoreson, Manager	3650 Fifth Street San Diego CA 92103	291-2620
Association of Mexican-American Educators	5530 Heidi Street La Mesa CA 92041	
Bayside Settlement House Bill Bernard, Director	226 W. Date Street San Diego CA 92101	239-1361
Big Brothers of San Diego David Yarborough, Executive Director Evelyn Axelrod, Director - Social Service	625 Broadway San Diego CA 92101	234-9158
Big Sister League Ester Morse, Director	115 Redwood San Diego CA 92103	298-0334
Birth Control Institute Rosilee Gamboa, Executive Director	4379 30th Street San Diego CA 92104	283-6351
Black Action Committee-Sickle Cell Anemia Center Eula Campbell	2780 K Street San Diego CA 92102	233-8883
Boys Clubs of San Diego Joe Jacobs	2930 Marcy Avenue San Diego CA 92113	232-3061
The Bridge (Home for Runaways)	3819 8th Avenue San Diego CA 92103	291-5222
Camp Fire Girls Joyce Kenworthy, Executive Director	2067 First Street San Diego CA 92101	233-3157
Catholic Diocese of San Diego Father Pinta (Youth Activities) Foster Grandparents Program Senior Mobility Project	349 Cedar Street San Diego CA 92101	 235-6347 235-6469 234-7249
Center for Legal and Social Services Steve Pingree, Manager	555 19th Street San Diego CA 92102	234-6755
Center for Women's Studies & Services Carol Rowell, Coordinator	805 9th Street	239-8355
Women's Liberation Office	908 F Street San Diego CA 92101	233-8984
Chicano Federation of San Diego Lewis Nacibidad, Executive Director	1950 National Avenue San Diego CA 92113	236-1228

*Names listed are contact persons at time of printing.

Children's Home Society of California Marianne Rappe, District Director Day Care Services	7695 Cardinal Court San Diego CA 92123	278-7800 263-6104
Chinese Consolidated Benevolent Associates Ruby J. C. Tom, Executive Director	428 Third Street San Diego CA 92101	234-4447
Citizens United for Racial Equality Keith Robinson, President (CURE)	3944½ 3rd Avenue San Diego CA 92103	295-5800
Community Crisis Center Mattie Sue Branch, Executive Director	2754 Imperial San Diego CA 92102	239-0325
Crash Inc. Bill Dawson, Director	P. O. Box 8057 San Diego CA 92101	235-6445
Drug Education and Counseling for Youth George Fujioka (DEFY)	2870 Fourth Avenue San Diego CA 92103	236-2274
Economic Opportunity Commission Marty Guzman, Director	861 Sixth Street San Diego CA 92101	239-9281
Episcopal Community Service Dr. Herbert C. Lazenby, Executive Director	555 19th Street San Diego CA 92102	234-6493
Ethnic Affairs Office Father Hurtado, Director	2277 National Avenue San Diego CA 92113	235-6291
Family Day Care Homes Bim Plumb, Social Worker	6950 Levant Street San Diego CA 92111	279-8300
Family Service Association, Southeast Fred Harris, Social Worker	4489 Ocean View Blvd. San Diego CA 92113	232-5078
Family Service Association, Central Virginia Hogan, Executive Director	7645 Family Circle San Diego CA 92111	279-0400
Family Service Association, Imperial Beach Theresa Boles, Social Worker	166 Palm Avenue Imperial Beach CA 92032	424-5138
FISH Service Volunteers, Inc. Barbara Brown, President	c/o Mission Hills United Church of Christ 4070 Jackdaw San Diego CA 92103	233-6649
Friendship Center-Mental Health Wayne Moore, Director	3956 Third Street San Diego CA 92103	297-3781
Gamblers Anonymous Jerry S., Secretary	625 Broadway San Diego CA 92101	239-2911
Girl Scouts (S. D. - Imperial Council) Robert Amon, Executive Director	1231 Upas San Diego CA 92103	298-8391

Girls' Club of San Diego, Inc. Etta M. Keeler, Executive Director	606 South 30th Street San Diego CA 92113	233-7722
Goodwill Industries Eugene Morrill, Executive Director	402 Fifth Street San Diego CA 92101	232-6781
Hello for the Elderly Gina Spinks, Owner	P. O. Box 1354 Spring Valley CA 92077	461-2361
Inner City Northwest Neighborhood Corp. Donald J. Smith, Executive Director	836 E. Washington San Diego CA 92103	296-3133
Japanese American Citizens League Carol Estes, Sec. (S. D. Chapter)	2672 San Marcos Ave. San Diego CA 92104	280-5390
Jewish Community Center Joe Astor, Executive Director	4079 54th Street San Diego CA 92105	583-3300
Jewish Family Service of S. D. Marianne Kaye, Director	3355 Fourth Avenue San Diego CA 92103	291-0473
LaLeche League of San Diego	3560 Seventh Avenue San Diego CA 92103	298-4003
Linda Vista Youth for Progress Michael Jones, Assistant Director	6943 Linda Vista Road San Diego CA 92111	278-5453
Lutheran Social Service Leona Betz, Director (Cheer Visitation)	1420 Third Avenue San Diego CA 92101	232-7388
Majel Indian Center of S. D. Inc. Stan Andrade, Director	1623 Fifth Street San Diego CA 92101	233-6318
Mental Health Association Blanca Reid, Executive Director	3935 First Avenue San Diego CA 92103	297-2861
Narcotics Prevention & Education Systems, Inc. Carl Hudson, Executive Director	2195 Logan Avenue San Diego CA 92113	239-6155
National Alliance of Businessmen Richard Farwell, Director	525 "C" Street San Diego CA 92101	234-2296
NAACP Charles Reed, Director	4276 Market Street San Diego CA 92102	264-9311
National Association of Social Workers Joseph Kelly, President	P. O. Box 4206 San Diego CA 92113	234-2369
Neighborhood House Howard Carey, Executive Director	841 South 41st Street San Diego CA 92113	263-7761
New Careers Jim Everett, Director	4999 Imperial San Diego CA 92102	263-3151

Pacemakers Phil Crittenden, Chairman	861 Sixth Avenue San Diego CA 92101	235-8242
Planned Parenthood Jean Droske, Executive Director	1172 Morena San Diego CA 92110	276-9740
Pride, Equals Respectability and Equality Inc. David Deras, Director	4084 Franklin San Diego CA 92113	264-7334
Pro Life League Dr. Pad Evangelow, President	P. O. Box 5624 San Diego CA 92105	583-5433
Project Concern Robert Cronk, Executive Vice President	3802 Houston San Diego CA 92138	299-1353
Recovery, Inc. Dorothy Berger, Area Leader	215 Third Avenue Chula Vista CA 92011	422-0800
SOFA Rev. Wormley, Supervisor	7519 Cuvier La Jolla CA 92037	459-0272
Salvation Army Brig. Robert Yardley, City Commander	815 7th Street San Diego CA 92101	239-8027
San Diego Children's Home (Emotionally Disturbed) George Horne, Executive Director	3002 Armstrong San Diego CA 92111	277-9550
San Diego Community College Adult Education Division Dr. Phil DelCampo, Director	3375 Camino Del Rio South San Diego CA 92108	280-7610
San Diego Parks and Recreation Jack Krasovich	City Operations Bldg. 1222 First Avenue San Diego CA 92101	236-5740
San Diego Urban League (Family Planning & Health) Mary Lou Flemons, Director	1151 S. 43rd Street San Diego CA 92113	262-0759
(Education Service) Ambrose Brodus, Education Director	17 N. Euclid National City CA 92050	263-1423
San Diego Urban League John Jacob, Executive Director	4261 Market San Diego CA 92102	263-3115
Satellite House Kay Kell, R. N.	866 22nd Street San Diego CA 92102	235-6765
Senior Adult Services Barbara Bright, Executive Director	3770 30th Street San Diego CA 92104	297-3268

South Bay Youth Services	P. O. Box 336 Chula Vista CA 92016	420-8321
Urban Affairs (San Diego Unified School District) Tom McJunkin, Director	4100 Normal Street San Diego CA 92103	298-4681 ext. 535
Urban Studies (CSU-SD) Dr. John Cleveland, Director	5402 College Avenue San Diego CA 92182	286-6091
United Way Don Morgan, Executive Director	1196 Broadway San Diego CA 92101	239-9351
Volunteer Bureau of San Diego, Inc. Mary Gill, Executive Director	1194 Broadway San Diego CA 92101	238-1377
Volunteers of America Major Fookes, Executive Director	401 "G" Street San Diego CA 92101	232-3095
Welfare Rights Organization Markel Harris, Director	906 47th Street San Diego CA 92102	264-3434
YMCA - Metropolitan Office Myron H. Lewis, General Director	1196 Broadway San Diego CA 92101	235-6256
YWCA Bayonne Glenn, Executive Director	1012 "C" Street San Diego CA 92101	239-0355

Annotated Bibliography

The following materials are available through the Center for Community Education:

Monographs and Pamphlets

Budgeting - General Information, San Diego, California: Center for Community Education, 1974.
Discusses general budget needs of implementing a community school, funding sources, a list of possible line items, and a budget development worksheet.

Center for Community Education Brochure, San Diego, California, 1973.
Explains the purpose of the Center for Community Education, role of the community school director, and a brief explanation of the community education concept. (Also available in Spanish.)

Churches and Schools Working Together, San Diego, California: Center for Community Education, 1974.
A sample of how one community school and a church worked together to improve community life.

Decker, Larry E., People Helping People, Midland, Michigan: Pendell Publishing Company, 1975.
An excellent overview of community education. Topics covered include implementation of a community school, the developmental process, budgeting, goal setting, needs assessment, and evaluation.

Federal Legislation for Support of Community Education, (HR 69) San Diego, California: Center for Community Education, 1974.
Describes the passage and provisions of the Community Education Development Act (1974). Explains the implementation of a National Clearinghouse, National Advisory Council, and guidelines for distribution of funds.

Introductory Packet - Community Education, San Diego, California: Center for Community Education, 1975.
Contains several articles reproduced from the Community Education Journal and other sources. Designed as a brief introduction to community education.

Kerensky, V. M., What Type of Education Can Make the Difference, Flint, Michigan: NCEA News, 1971.
Discusses the problems of education and society in general and suggest some meaningful uses of the community education process to bring about change.

LeTarte, Clyde E., Your Community Councils - Democratic Involvement or Deceptive Indifference, Ypsilanti, Michigan, 1972.
Discusses need for effective council and problems related to intended purpose and actual use. Also gives suggestions for establishing and maintaining good advisory councils.

McClusky, Howard Y., Some Propositions in Support of the Community School, Lansing, Michigan State University, 1973.
Lists seven propositions supporting the implementation of community schools and elaborates on each.

Melby, Ernest, The Community School: A Social Imperative, Minneapolis, Minnesota, Address to Minneapolis Community School Workshop, 1968.
An emotion-filled discussion of our failure in education to educate, and some suggestions for changing before it is too late.

Robbins, Wayne R., A Concept for Change - Community Education, San Diego California: ACSA Communicator, Volume IV, No. 1, 1974.
Brief discussion of the potential of community education as a change agent within society.

Robbins, Wayne R., Community Education - A Discussion Paper, San Diego, California, Center for Community Education, 1973.
Introduces community education from a philosophical point of view and discusses the developmental process leading toward the implementation of a community school.

Robbins, Wayne R., Community Education - What It Is and Is Not, San Diego, California: Center for Community Education, 1974.
Presents definitive statements about community education which are intended to dispel misconceptions about it.

Sample Job Descriptions, San Diego, California: Center for Community Education, 1974.
A compilation of job descriptions for community school directors from 20 California school districts.

Some Possible Ways to Fund Community Education, San Diego, California: Center for Community Education, 1974.
Lists various means of funding a community school including local, state, federal, and private funding sources.

Note: Copies of all Community Education Journals from 1971 to present are available on loan through the Center for Community Education, San Diego County Department of Education, 6401 Linda Vista Road, San Diego CA 92111.

Books: The books listed are considered the most valuable. A complete list of community education books is available through the Center.

Berridge, Robert I., Community Education Handbook, Midland, Michigan: Pendell Publishing Co., 1973.
Out of the malaise of methods employed, certain indicators have surfaced to provide a model to establish a community education project. It is, therefore, the purpose of this handbook to outline and discuss these steps and to establish the rationale for their implementation in a sequential order.

Burden, Larry, & Robert L. Whitt, The Community School Principal - New Horizons, Midland, Michigan: Pendell Publishing Co., 1973.

One of the greatest values of this volume is the thoroughness with which it covers the major areas of concern to the principal. A check of the contents will impress the reader with one fact: whether the problem faced relates to leadership, organization, personnel, management of the plant, transportation, or involvement in the community, this book will prove to have practical value.

Kerensky, V. M. & Ernest O. Melby, Education II - The Social Imperative Midland, Michigan: Pendell Publishing Co., 1971.

Recognized by the authors as a widespread general upheaval of existing educational assumptions, these serious criticisms were subjected to intensive research. Out of their study and through the intellectual screening of their years of experience Education II - The Social Imperative was born. The agony still persists but now there are rays of hope and new fulfillment of the American dream of universal schooling.

Minzey, Jack D. & Clyde E. LeTarte, Community Education, From Program to Process, Midland, Michigan: Pendell Publishing Co., 1972.

Drs. LeTarte and Minzey keenly delineate what community education is and what it is not. If you think you already know, you may be surprised. Equally startling is the book's major premise which accurately separates what is referred to as program as contrasted with the actual processes of involvement and action.

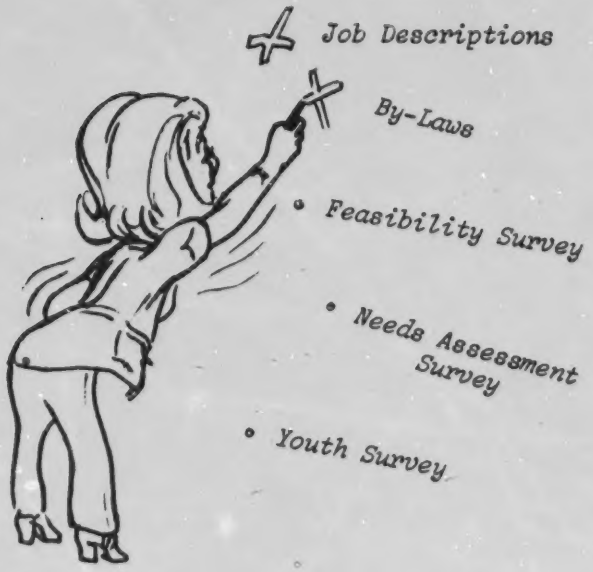
Seay, Maurice F., Community Education: A Developing Concept, Midland, Michigan: Pendell Publishing Co., 1974.

What is community education? Concerned citizens, school officials and other educators, and community planners in state and local government, legislators and Congressmen are among those asking the question. Maurice Seay and ten associates offer an answer out of their unique combination of experience with the developing concept. They describe, from several different points of view, a process which leads to a comprehensive, coordinated educational program for all the people of a community.

Whitt, Robert L., Handbook for the Community School Director, Midland, Michigan: Pendell Publishing Co., 1971.

Unlike a textbook, A Handbook for the Community School Director is similar to a road map with all the pertinent how-to-get-where-you-want-to-go information. Packed into just less than 150 pages, it is an outstanding example of conciseness and pungency. Complete with a bibliography encompassing books, articles, periodicals, brochures, and unpublished material, it is a true gold mine of information.

APPENDIXES


Job Descriptions
By-Laws
Feasibility Survey
Needs Assessment Survey
Youth Survey

Appendix A

SAMPLE I

JOB DESCRIPTION

COMMUNITY SCHOOL DIRECTOR
(School-Site Level)

Major function: The community school director will work with the total community: school, individual families, community groups, and other supporting agencies to develop and organize an appropriate program to aid the school and community in attainment of their mutual goals.

The community school director is directly responsible to the principal of the school.

Specific duties:

1. Is primarily responsible for all community education activities conducted in the school building or on school grounds during and after regular school hours.

2. With the principal and steering committee, is responsible for establishing a representative community advisory council.

3. Promotes better school-community relationships by providing various educational, recreational, social and cultural experiences for the youth and adults of his community.

4. Brings the parents and other community people into the school in an experience-oriented relationship, thereby providing a greater depth of understanding of education within the community.

5. Strives to promote better understanding among individuals and groups in the community in order to improve the neighborhood program.

6. Attempts to provide the leadership for new and worthwhile activities, projects, and programs that are needed in the community.

7. Periodically, with appropriate assistance, assesses community wants and needs for program planning and determines resources for meeting those needs.

8. Periodically, with appropriate assistance, evaluates program impact and direction.

9. Works cooperatively with all existing agencies and programs in an effort to enhance their impact upon improved community life. Helps to establish new agencies where feasible and necessary.

10. Is responsible for school facility and ground use by the community.

11. Continually develops better means of communications among agencies, community groups, individuals and school staff.

12. Is constantly in search for leaders for the various programs. He also has responsibility for devising procedures that will enable people to practice leadership skills and further develop their own leadership potential.

13. Is responsible for implementing leadership training programs to assist the community residents in developing their leadership skills to be used in the community school program.

14. Oversees the program during hours of community school operation, which includes security and maintenance.

15. Maintains a calendar of community school events and publicizes these in every feasible way.

16. Reports to the principal, appropriate district office personnel, and the board of education regarding community education growth when requested.

17. Seeks funds and resources to implement the community school program.

18. Performs other duties as might be requested of him and which are part of a community education program.

Qualifications: The community school director should have a four-year college degree and have varied community involvement and work experience background. In some cases, two years may be substituted for related work experience.

The individual selected for this position must have a successful history of involvement in community service and/or public affairs; he/she should exhibit self-confidence and leadership abilities; and he/she should be perceptive and sensitive of others.

He/she must have a good understanding of institutional operation, general community aspirations and means of bringing the two together in productive efforts for general community betterment.

He/she should be innovative and have imagination in planning program activities.

Appendix B

SAMPLE II

JOB DESCRIPTION

DIRECTOR OF COMMUNITY EDUCATION
(District-Wide Coordinator)

Major responsibility: Coordinates the community school programs at the six pilot sites to provide an integrated program within the district.

Specific duties:

1. Establishes and maintains a liaison with various city, county, and community agencies in the community schools project.

2. Gives general assistance, supervision, and program development to the specialists at the various sites.

3. Serves as specialist at one site.

4. Supervises half-time assistant at site.

Qualifications: The Director of Community Education should have a four-year college degree and have varied community involvement and work experience background. It is preferable that the degree and experience be in community school operation as a Mott Foundation intern or in a similar program. In some cases, two years may be substituted for related work experience. The individual selected for this position must have a successful history of involvement in community service and/or public affairs; he/she should exhibit self-confidence and leadership abilities; and he/she should be perceptive and sensitive of others. He/she must have a good understanding of institutional operation, general community aspirations and means of bringing the two together in productive efforts for general community betterment. He/she should be innovative and have imagination in planning program activities.

Appendix C

SAMPLE III

JOB ANNOUNCEMENT

TO: All Instructional Personnel

SUBJECT: Community School Director

The position of Director of the Community School at _____ is open for immediate application. Candidates who meet the qualifications outlined in the job description which follows should write or call for an application form. Applications will be received until _____.

SPECIFICATIONS

Primary Function:

The community school director will plan, develop, and coordinate the community school program under the supervision of the principal.

Responsible To:

The Principal

Immediate Subordinates:

Teachers as assigned to extended day program
Secretary
Custodians

Major Responsibilities:

1. Programs, with the assistance of the school principal and Community Advisory Council, all community activities relating to the school, including:

   (a) elementary, youth, and adult enrichment activities.
   (b) organization of school-related clubs such as Teen Club, Women's Club, and Men's Club. (These examples are not intended to be all inclusive nor are they meant to be restrictive.)

2. Accepting responsibility for all activities normally designated as community related.

3. Establishing rapport with leaders of the community (business, religious, social agencies, etc.)

4. Becoming familiar with the social and economic structure of the community and applying this knowledge to program development. (Needs assessment)

5. Assisting in a constant evaluation of activities for the purpose of upgrading existing programs and implementing new ideas.

6. Establishing budget necessary for operation of the community school program.

7. Preparing and submitting reports as required.

8. Establishing a summer enrichment and recreation program to meet the needs of the community.

9. Performing such other related duties and responsibilities as assigned or as appropriate.

Qualifications:

Required:

A. Masters Degree.

B. Six semester hours in administration and/or supervision.

C. Six semester hours in education at the elementary level.

D. Five years successful full-time teaching experience, three of which must be in public schools at the elementary level.

E. Elementary certification.

Desired:

A. Evidence of active leadership in the community (church work, settlement house work, youth leadership, etc.)

B. Course work in sociology.

NOTE: The candidate must be willing to attend a training program in community school education at an institution approved by the superintendent.

Salary:

Group II $_____

Work Year:

A 12-month year, (220 days), with one month's vacation.

(Signed)

Appendix D

Sample I Proposed Bylaws

Article I Name

This organization shall be called the _____ Community Advisory Council.

Article II Purpose

It shall be the purpose of this council:

1. To offer an opportunity for all people residing, working, or having an interest in the community to cooperate in efforts to understand, analyze, and solve community problems.

2. To promote cooperation among organizations and individuals interested in improving the quality of life in the community.

3. To secure democratic action in meeting local needs through existing agencies, organizations and institutions.

4. To collect and give to members and others complete and accurate information concerning community needs and the resources available for meeting these needs.

5. To identify potential community leaders and to develop their qualities of leadership for community betterment.

Article III Membership

Section 1

Any person residing, working, or having an interest in the _____ community may become an active member.

Section 2

All groups active in the school will be represented on the council. These include but will not be limited to:

a. Employment Task Force
b. Housing Task Force
c. Health Task Force
d. Youth Development Task Force
e. Homeroom Mothers
f. Men's Club
g. Teaching Staff
h. Pre-school Services
i. Elementary Student Body
j. Senior Citizens
k. Church G.I.D. Task Force

Article IV Voting

Section 1

Any parent or guardian having children in _____ School, who are paid members, shall vote without restriction.

Section 2

The representative or his alternate of each group listed in Article III, Section 2, or any active group recognized by a majority vote by those attending a council meeting shall have one (1) vote.

Section 3

Any person not having children enrolled in _____School or not being an active member of one of the groups listed in Article III, Section 2, shall be able to vote after attending three (3) consecutive council meetings and paying a membership fee of 50¢ per person. Voting rights will be forfeited after missing three consecutive council meetings.

Article V Community Task Force

Section 1

Each action committee shall engage in such activities as designated to that committee by the council.

A. Health Task Force
It shall be the duty of this task force to assess health conditions in the community, establish annual objectives, and carry on the necessary activities to achieve those objectives.

B. Employment Task Force
It shall be the duty of this task force to assess employment conditions in the community establish annual objectives, and carry on the necessary activities to achieve those objectives.

C. Education Task Force
It shall be the duty of this task force to assess education conditions in the community, establish annual objectives,and carry on the necessary activities to achieve those objectives.

D. Housing Task Force
It shall be the duty of this task force to assess housing conditions in the community, establish annual objectives, and carry on the necessary activities to achieve those objectives.

Section 2

There should be at least six (6) members on each task force.

Section 3

Task forces shall meet as often as is deemed necessary by the task force members.

Section 4

Members of each task force shall select a chairman and secretary from among the members of their task force. The chairman of each task force shall become a member of the council.

Article VI Election of Community Council Officers

Section 1

The officers of the council shall include the President, Vice President, and Secretary-Treasurer.

Section 2

The candidates for officers of the organization shall be chosen by a nomination committee. This committee will be made up of three people appointed by the council. There must be a minimum of two candidates for each office. Candidates must be members of the council.

Section 3

The council shall fill all vacancies that occur during their tenure in office until the next election.

Section 4

The officers of the council shall hold office for two (2) years.

Section 5

The officers of the council will be elected in April of the election year.

Section 6

The council shall appoint, by February of the election year, candidates for each office.

Section 7

The general membership shall vote for officers by secret ballot during the third week of April. To insure a representative vote, the executive council will appoint an election committee which shall secure the vote of every fifth member according to alphabetical listing.

Section 8

Officers will be installed in May of the election year and take office in June.

Article VII Get-It-Done (G.I.D.) Task Forces

Each G.I.D. Task Force will engage in activities which back up, support, help to implement, or evaluate the work of local community task forces.

Article VIII Amendments

These bylaws may be amended at any general meeting of the community council by a majority vote of those attending, provided that notice has been given the membership by the council, one month in advance of such meeting.

Article IX Provisions

Section 1

The president of the council shall act as presiding officer at all general meetings.

Section 2

General meetings shall be called by the council.

1. Any task force may request the council to call a general meeting.

2. Any member of this council may submit a request to a task force to call a general meeting.

3. A majority vote of those members attending a general meeting shall be required for any action.

Section 3

The minutes of general meetings will be mailed to all members within twenty-five (25) days after each meeting.

Section 4

The council shall establish membership dues.

Section 5

All council monies shall be deposited in the _____School Community Council Fund and all disbursements will require approval at a general meeting of the council.

Appendix E

Sample II Proposed Bylaws

General Structure

Article I Name

The name of this committee shall be the _____Community School Advisory Council

Article II Purpose

The purpose of this committee shall be:

1. To assist and advise the school faculty and administration regarding the academic and community programs at the school.

2. To serve as a forum for presentation of opinion concerning the operation of the school in its service to the children, the adults, the elderly, and the total community.

Article III Membership

Section 1

The membership of this committee shall consist of the community school director, a member of the faculty elected by the faculty, a parents' association delegate, a student representative, two delegates for each grade elected by the parents of the children of each grade, five delegates elected by the adult participants in the community activities of the school, and representatives of neighborhood churches, the elderly, businesses, and other interested organizations or institutions located in the area. Delegates should be elected to begin serving at the May meeting. Additional members from new kindergarten classes are to be added each October.

Section 2

The membership of this committee shall not exceed thirty-five.

Section 3

Any person may be nominated by the Executive Committee for honorary membership and may be elected by a majority vote. Such honorary membership shall be without the privileges of voting and holding office. However, such honorary members may serve on committees.

Section 4

Resignations will be accepted only upon written notice to the chairman.

Article IV Officers

The officers of this committee shall be a chairperson, a first vice chairperson, a recording secretary, and a corresponding secretary.

Article V Meeting and Quorum

Section 1

Meetings shall be held on the third Monday of each month promptly at 7:30 p.m.

Section 2

A simple majority of those present shall constitute a quorum.

Article VI Amendment

This constitution may be amended at any regular meeting by a two-thirds vote of those present.

BYLAWS

Article I Duties of Officers

Section 1

It shall be the duty of the chairperson to preside at all meetings.

Section 2

In the absence or disability of the chairperson, the first vice chairperson shall assume the duties of the chairperson.

Section 3

Should both senior officers be unavailable, the secretary shall preside.

Section 4

The recording secretary shall keep the minutes of all meetings.

Section 5

The corresponding secretary shall send notices of meetings and/or agenda, attend to correspondence, and send out publicity as directed.

Section 6

All officers shall serve on the executive committee.

Article II Duties of Delegates

It shall be the duty of all delegates:

1. To represent their constituency to the best of their ability.

2. To attend all meetings or provide an alternate when it is impossible to attend in person. Such alternates shall have full voting privileges.

3. To accept positions as officers or subcommittee members when so appointed or elected unless unable to carry out the duties entailed.

Article III Election of Officers

Section 1

All officers shall be elected by ballot at the June meeting, written notices of the election having been given.

Section 2

New officers shall assume their duties at the close of the June meeting.

Section 3

No member shall hold the same office more than two years in succession.

Section 4

Should an officer resign before new elections are held, the chairperson shall appoint a member in good standing to assume the office until the next regular meeting when the vacancy can be filled.

Article IV Committees

Section 1

The executive committee shall consist of the elected officers, two members elected at large, and the community school director.

Section 2

The chairperson shall appoint such committees as he considers necessary at any time, or, as directed by a majority of the members present.

Section 3

The nominating committee shall consist of five members not presently holding office. Before the May meeting, they shall supervise election of delegates.

Section 4

Standing Committees. List standing committees, if appropriate, and their functions.

Article V Amendments

A. These bylaws may be amended at any meeting, a quorum being present.

B. The meetings will be governed by these bylaws, and any dispute will be settled by Roberts Rules. The parliamentarian shall be elected by the majority at the first meeting of the newly elected council.

Appendix F

SAMPLE GOALS AND OBJECTIVES

A COMMUNITY SCHOOL

The General Goal of the _____Community School Project:

To promote improved school-community relationships, interagency cooperation and coordination, broad-based citizen involvement and great utilization of local resources including school facilities.

The Community School Project offers a dynamic philosophical approach to individual and community improvement. It is based on the premise that local resources can be drawn together to solve most community problems and that the public schools should be central to any such effort.

Goal 1: Make the school facility available to community groups through ongoing public relations efforts.

Objectives

A. Speak to the various groups and individuals within the community in order to acquaint the general public with the community schools philosophy.

B. Community school director coordinates the use of school facility by community groups.

Goal 2: Develop awareness as to the needs and wants of the _____Community School and staff in order to integrate school and community through the community school project.

Objectives

A. Establish and/or expand the _____Community School Advisory Council and make it representative of the total community. This should be accomplished by _____.

B. The community school director with the assistance of the advisory council will consistently assess the needs of the community through input from individual members, census information and results of surveys conducted by various agencies.

C. Analyze available information pertaining to community needs and determine whether or not a needs assessment is necessary.

D. If such a study is needed, the community school director with the assistance of the advisory council will coordinate a needs assessment with other agencies in order to keep abreast of needs by _____.

Goal 3: Assess the financial needs of the community school project for the purpose of obtaining the necessary operational funds.

Objectives

A. Identify financial needs through the development of a community school project budget. This will be accomplished by _____.

B. Continually seek ways of identifying financial resources within the community.

Goal 4: Develop awareness about the community school project on the part of the school staff, organizations and agencies and actively promote their understanding of the concept for future interagency cooperation and coordination of services.

Objectives

A. Community school director will contact at least four staff members per week for the purpose of determining needs they may identify which can be served through the community school project.

B. Compile a list of community agencies and resources.

C. Plan and bring to fruition one large scale public relations activity or program within six months of the implementation of the community school project, by _____.

Goal 5: By becoming acutely aware of the _____ students and staff, the community school project will bring community resources to bear on those identified needs and wants.

Objectives

A. The community school project will implement at least one activity or class to meet identified needs by _____.

Goal 6: Plan and coordinate a summer enrichment program.

Objectives

A. With the assistance and guidance of the _____ Community School Advisory Council, a summer enrichment program will be developed.

B. The community school project director will actively seek interagency cooperation in order to find sources of funding and submit a request for the necessary funds to implement a meaningful summer enrichment program.

Goal 7: Develop ways to encourage community participation in the democratic process as it relates to local state and national elections.

Objective

A. Plan and coordinate with other community agencies a voter registration drive and/or "get out the vote" campaign for _____.

Goal 8: The community school director in conjunction with the advisory council will implement a system for evaluating the effectiveness of the _____Community School Project. This will be completed by _____.

Objective

A. Establish a number of specific objectives of the project which can be measured and evaluated objectively.

Appendix G

COMMUNITY EDUCATION PROGRAM QUESTIONNAIRE

SAMPLE I - FEASIBILITY ASSESSMENT*

The following series of questions are designed to poll your opinions and attitudes concerning whether or not _____ School should adopt the community education concept.

The community school's concept embraces the idea that a school should be available to the public in general for the purpose of providing leisure time, recreational--cultural activities, community services, and supplemental educational programs.

Would you please answer the questions below so that we will be able to determine if _____School should incorporate the community education concept.

Statistical Information:

1. Sex:_____Male or _____Female

2. Age:_____26-35, _____36-45, _____46-55, _____56 and over

3. Years living in the community: _____0-1, _____2-3, ____4-5, ____6-10, _____11+

Read each of the questions below carefully and answer them by checking whether you agree, disagree or are undecided about the answer.

A - Agree D - Disagree U - Undecided

A	D	U	
☐	☐	☐	1. The schools in my community are being adequately used for the tax dollars being spent on them.
☐	☐	☐	2. Schools in general should be used as centers for leisure time, recreational, and cultural activities.
☐	☐	☐	3. Schools in general should be used as centers for community services such as: child counseling; probation and juvenile services; family counseling; community health; etc.
☐	☐	☐	4 Schools in general should provide evening supplemental educational programs to help people complete their education or to give them additional educational opportunities.

*Reprinted by Permission
Leo Tuck, Emerald Junior High

A	D	U

5. The community education program should be free of charge to the participants.

A	D	U

6. _____School should provide a community education program.

(If you disagree with question #6, there is no need for you to continue the questionnaire.)

Read each of the questions below carefully and answer them by checking the statement or statements under each question with which you agree.

7. The community education program should include:

_____a. Leisure time and recreational activities
_____b. Community services (child counseling, health services, etc.)
_____c. Supplemental Education programs
_____d. Other: Explain _____

8. The community education programs and services should be available to:

_____a. Parent/Student teams (A parent could attend only if he/she was accompanied by his/her child or vice-versa.)
_____b. Only those people who live in the community surrounding _____ School
_____c. The general public
_____d. Other: Explain _____

9. The hours for the community education programs and services should be:

_____a. After school until 10:00 p.m.
_____b. During school hours, 8:00 a.m.-4:00 p.m. (Assuming it doesn't interrupt classes)
_____c. Week-ends
_____d. Other: Explain _____

10. The community education program should be financed by:

_____a. The district's general fund budget
_____b. A special tax override
_____c. Tuition and/or class fees
_____d. Private gifts or contributions from individuals or service groups such as the P.T.A.
_____e. Other: Explain _____

11. The community education program should be developed by:

_____a. The regular school administration and staff
_____b. A parent group composed of parents of _____School students
_____c. A joint group composed of parents, school staff, and students
_____d. An independent group of community representatives
_____e. Other: explain _____

12. The community education program should be operated by:

_____a. The regular school administration and staff
_____b. A parent group composed of parents of _____School students
_____c. A joint group composed of parents, school staff, and students
_____d. An independent group of community representatives
_____e. Other: explain _____

13. If a community education program were established, I would be willing to attend its programs.

_____a. At least once or twice a week
_____b. At least once or twice a month
_____c. Daily
_____d. Other: explain _____

14. If a community education program were established, I would use the community services, (i.e., child counseling, day care, community health, etc.)

_____a. Frequently
_____b. Occasionally
_____c. Never
_____d. Other: explain _____

15. If a community education program were established, please check which activities you would like to participate in:

_____Swimming
_____Metal Shop
_____Needle Work
_____Wood Shop
_____Languages
_____Parent Effectiveness
_____Physical Fitness
_____Plants and Gardens
_____Consumer Law
_____Real Estate
_____Upholstering
_____Business Skill
_____Folk Dancing
_____Self-Defense
_____Crafts
_____Sewing
_____Art
_____Sports
_____Other _____

16. If a community education program were established at _____School, which of the following community services might you use:

_____Child Counseling
_____Probation Officer
_____Welfare
_____Family Counseling
_____Community Health
_____Consumer Help
_____Day Care
_____Rooms available for meetings by private non-profit organizations or Clubs
_____Other: explain _____

17. If _____School incorporates the community school concept, would you be willing to share any of your skills or talents by creating and teaching a class or giving a demonstration, etc.?
a. _____Yes b._____No c._____Undecided

18. If you answered yes to question 18, list on the back of this page any skill or talent you would be willing to share.

Appendix H

SAMPLE II - NEEDS ASSESSMENT*

FLORENCE COMMUNITY SCHOOL SURVEY

What is a community school?

It is a school available to everybody, not just to school-age children during class hours. That is the idea behind "Community Education". Whenever space is available, why not use the facilities at Florence for games, crafts, adult classes, recreation or service to the community? If the need is for activities at other locations in our area, the community school program will arrange off site activities in the Hillcrest area.

Florence Elementary School has been chosen by the San Diego Unified School District to be one of San Diego's six "community schools." A director and clerical help will be provided by the school district. However, volunteers with both general and specific skills are vital to its success. Do you have time or talent to volunteer? Do you know of a neighbor who has a skill or talent in a specific area? If so, as we ask questions in specific areas, please indicate if you or an acquaintance might help.

This questionnaire is designed to find out what you, as a Hillcrest citizen, would like to see included in the program.

NAME _____

ADDRESS _____ PHONE _____

1. There are _____ people in our household.

2. They are between _____ years of age. List number in each category and star your own age group.

Under 12_____	22-25_____	46-55_____
12-15_____	26-35_____	56 and over____
16-21_____	36-45_____	

PLEASE CIRCLE THE APPROPRIATE ANSWERS

3. Will you need child care services to attend activities? YES NO
   If yes, what time of day or evening? _____

4. Will you need transportation to attend activities? YES NO

* Reprinted by Permission
Florence Community School Advisory Council
Danny Walker, Community Services Specialist

5. Would you be willing to form a car pool to attend activities YES NO

6. What area of Hillcrest would be best for you to attend classes, activities, etc.?_____

7. What day(s) would be best for you to attend activities?

   Sunday Monday Tuesday Wednesday Thursday Friday Saturday

8. What time of day would be best for you to attend activities?

   9-12PM 12-2PM 2-4PM 4-6PM 6-8PM 8-9PM OTHER

9. Some recreational activities are listed below. Indicate in Column 1 if you are interested in any of the activities listed and in column 2 if you or anyone you know has special skills or talents in this field.

	Yes, Interested	Resource Person Who Might Help
Backpacking		
Basketball		
Exercise		
Football		
Gymnastics		
Handball		
Self-Defense		
Soccer		
Softball		
Swimming		
Tennis		
Track		
Racquetball		
Yoga		
Other		
1.		
2.		
3.		
4.		

10. Would you be interested in these classes for ADULTS TEENS CHILDREN ?
    (circle your choice)

11. Do you know of existing classes or activities in these areas already being offered in or near Hillcrest?_____ If so, please list below.

1._____
2._____
3._____
4._____

12. Some educational activities are listed below. Indicate in column 1 if you are interested in any of the listed activities and in column 2 if you or anyone you know has special skills or talents in this field.

	Yes, Interested	Resource Person Who Might Help
Government		
Local		
National		
State		
Other 1.		
2.		
History		
American		
Californian		
San Diegan		
Other 1.		
2.		
Science		
Earth Science		
Life Science		
Other 1.		
2.		
Mathematics		
Algebra		
General		
Geometry		
Other 1.		
2.		
Foreign Language		
Conversational French		
Conversational Italian		
Conversational German		
Conversational Spanish		
Other 1.		
2.		
Business Practices		
Bookkeeping		
Shorthand		
Typing		
Other 1.		
2.		

	Yes Interested	Resource Person Who Might Help
Consumer Survival		
Insurance		
Purchasing		
Saving		
Other 1.		
2.		
GED (high school equivalency)		
English		
Math		
Reading		
Science		
English		
Creative Writing		
Journalism		
Other 1.		
2.		
Child-parent-school-related subjects		
Doing volunteer tutoring at school		
Understanding your child's math program		
Understanding your child's reading program		
Understanding your child's science program		
Other 1.		
2.		

13. Would you be interested in these classes or activities for ADULTS TEENS CHILDREN (circle your choice)

14. Do you know of existing classes or activities in these areas already being offered in or near Hillcrest? _____ If so, please list below.

1. _____
2. _____
3. _____
4. _____

15. Some art/craft and general skills subjects are listed below. Indicate in Column 1 if you are interested in classes or activities in this area, and in Column 2 if you or any one you know has special skills or talents in this field.

Arts and Crafts	Yes, Interested	Resource Person Who Might Help
Art Appreciation		
Candlemaking		
Ceramics		
Decoupage		
Drawing		
Flower Arranging		
Graphic Arts		
Jewelry Making		
Lapidary		
Macrame		
Needlepoint		
Painting		
Photography		
Rug Making		
Sculpture		
Stained Glass		
Stitchery		
Weaving		
Other 1.		
2.		
General Skills		
Auto Mechanics		
Bike Repair		
Cooking		
Crochet		
Dressmaking		
First Aid		
Gardening		
General Household Repairs		
Interior Decoration		
Knitting		
Metal Shop		
Pet Care		
Radio (Ham, C.B.)		
Sewing		
Upholstery		
Woodworking		
Other 1.		
2.		
3.		

16. Would you be interested in these classes or activities for ADULTS TEENS CHILDREN?
(circle your choice)

17. Do you know of existing classes and activities in these areas already being offered in or near Hillcrest? _____If so, please list below.

1. _____
2. _____
3. _____
4. _____

18. Some music and dance subjects are listed below. Indicate in Column 1 if you are interested in classes or activities in this area, and in Column 2 if you, or someone you know, has special skills or talents in this field.

	Yes, Interested	Resource Person Who Might Help
Music		
Group Instrumental		
What instrument		
What kind of instrumental?		
Classical		
Folk		
Jazz		
Pop		
Rock		
Group Singing		
History of Music		
Instrumental Music		
Music Appreciation		
Voice		
What kind of voice?		
Classical		
Folk		
Jazz		
Pop		
Rock		
Other 1.		
2.		
Dance		
Ballet		
Ballroom Dancing		
Belly Dancing		
Creative Dance		
Folk Dance		
Modern Dance		
Rock		
Sufi		
Tai Chi		
Other 1.		
2.		

19. Would you be interested in these classes or activities for
ADULTS TEENS CHILDREN (circle your choice)

20. Do you know of existing classes and activities in these areas already being offered in or near Hillcrest? _____ If so, please list below.

1. _____
2. _____
3. _____

21. Some theater arts subjects are suggested below. Indicate in Column 1 if you are interested in classes or activities in this area and in Column 2 if you, or someone that you know, has special skills or talents in this field.

	Yes, Interested	Resource Person Who Might Help
Acting		
Backstage		
Clowning		
Pantomime		
Plays		
Skits or Readings		
Speech		
Other 1.		
2.		

22. Would you be interested in these classes or activities for
ADULTS TEENS CHILDREN (circle your choice)

23. Do you know of existing classes or activities in these areas already being offered in or near Hillcrest?_____ If so, please list below.

1. _____
2. _____
3. _____

24. Some possible health subjects are listed below. Indicate in Column 1 if you are interested in one or two hour classes in this area, and in Column 2 if you or someone you know has special skills or talents in this field.

	Yes, Interested	Resource Person Who Might Help
ow to select and use:		
Clinics		
Doctors		
Health Care Societies (American Cancer Society, Visiting Nurse Assn. Arthritis Foundation, etc.)		
Hospitals		
Mental Health Facilities		

	Yes, Interested	Resource Person Who Might Help
Everything You Always Wanted to Know About a Health Care Facility But Were Afraid to Ask		
Family Planning		
Health Care for Children		
Health Care for Men		
Health Care for Women		
Heart Disease		
Medicare		
Nutrition		
The Cost of Medical Care - What is Involved		
Other 1.		
2.		

25. List all human relations activities such as parent effectiveness training, dealing with stress, transcendental meditation, etc. that you would be interested in.
    1. _____
    2. _____
    3. _____
    4. _____

26. Do you know of existing classes and activities in these areas already being offered in or near Hillcrest? _____ If so, please list below.
    1. _____
    2. _____
    3. _____
    4. _____

27. List all health care services you are aware of in the Hillcrest area.
    1. _____
    2. _____
    3. _____
    4. _____

28. Some community service subjects are listed below. Indicate in Column 1 if you are interested in classes or activities in this area and in Column 2 if you, or anyone you know, has special skills or talents in this field.

	Yes, Interested	Resource Person Who Might Help
How to Get Around San Diego		
Facilities (Parks, pools, museums, etc. available in San Diego)		
How San Diego (city) Government Works		
Study of City Departments and Their Functions		
Study of City, State and Federal Services		
Free Community Services		
Other 1.		
2.		

29. List all the community services you can think of in the Hillcrest area.

1. _____
2. _____
3. _____
4. _____

30. Do you know of existing classes or activities in these areas already being offered in the Hillcrest area?_____If so, p'ease list below.

1. _____
2. _____
3. _____
4. _____

31. Identify those persons in your community who you feel represent positions of leadership.

1. _____
2. _____
3. _____
4. _____

32. List the planning groups and neighborhood associations who meet in your area.

	Are you a Member?	Would You Like to be a Member?
1.		
2.		
3.		
4.		

33. Do you have any other special community concerns?

_____
_____
_____
_____
_____

Appendix I

SAMPLE III - NEEDS ASSESSMENT, YOUTH SURVEY*

FLORENCE COMMUNITY SCHOOL

Teacher_____Room_____School_____

Name_____Age____ Boy_____ Girl_____

Address_____Phone_____ Grade_____

Names and ages of brothers and sisters living at home.

1._____ Age_____ In school? (yes or no)_____
2._____ _____ _____
3._____ _____ _____
4._____ _____ _____
5._____ _____ _____

Would you attend after-school activities if we have them here at Florence ____YES ___NO

If you attend after school activities, what time would be best for you?
2:30_____ 3:30_____ 4:30_____ 5:30_____ 6:30_____ 7:30_____

Would you like activities at Florence on Saturday? ____YES ____NO
If answer is YES, would you prefer morning_____or afternoon_____?

What clubs or activities do you attend now? (Scouts, etc.)
1._____
2._____
3._____
4._____

What would you like to see changed at your school?

_____
_____

What would you like to see changed in your neighborhood?

_____
_____

Would you like to know more about our city government? POLICE DEPARTMENT_____
FIRE DEPARTMENT_____PARK AND RECREATION DEPARTMENT_____CITY COUNCIL_____
OTHER_____
_____

Check all activities below in which you would like to take part.

_____ Sewing
_____ Woodshop
_____ Crafts
_____ Ceramics
_____ Metal Work
_____ Soccer
_____ Make-up
_____ Hair Care
_____ Surfing
_____ Batik
_____ Kite Making
_____ Vocal Music
_____ Marine Biology
_____ Bottles
_____ Small Engine Repair
_____ Knitting
_____ Hiking Club
_____ Model Building
_____ Bicycle Safety
_____ Jewelry Making
_____ Tennis
_____ Football
_____ Babysitting Clinic
_____ Stitchery
_____ Stretch and Sew
_____ Teen Center
_____ Instrumental Music
_____ Exotic Plants
_____ Antiques
_____ Crocheting
_____ Camping Club
_____ Bowling
_____ Bicycle Trips
_____ Basketball
_____ Teen Club
_____ Pet Care
_____ Fishing
_____ Home Arts
_____ Rughooking
_____ Balboa Park Study
_____ Tropical Fish
_____ Furniture Refinishing
_____ Model Railroading
_____ General Electronics
_____ Macrame
_____ Photography
_____ Bicycle Repair
_____ Cooking
_____ Baseball
_____ Handball
_____ Horseback Riding
_____ Sailing
_____ Tie-dying
_____ Teen Dances
_____ House Plants
_____ Aquariums
_____ Reupholstering
_____ Radio Repair
_____ TV Repair

Other

1. _____
2. _____
3. _____
4. _____

List any areas of concern or interest which you might like to know more about.

1. _____
2. _____
3. _____
4. _____

Do you feel a youth services bureau is needed in Hillcrest? ____Yes ____No

*Reprinted by permission

Florence Community School Advisory Council
Danny Walker, Community Services Specialist

CENTER FOR COMMUNITY EDUCATION ADVISORY COUNCIL

Dr. John Pletcher, Principal (Chairperson)
Harborside Community School

Dr. Jack Price, Assistant Superintendent
Programs Division
San Diego Unified School District

Herbert L. Foelber, Principal
Lauderbach Community School

James S. McCargo, Administrative Assistant
Community Relations

Robert R. Randel, Principal
Chula Vista Adult School

Donald E. Davis
Associate General Director YMCA

Louise Frankey
9th District PTA

George Fujioka, Director
DEFY

Virginia Glass
Human Relations Commission

Judy Lopez, Director
Lauderbach Community School

Sydney Glass, Administrator
Project YES

Mary Sullivan
County Health Program

Dennis Smith, Assistant Superintendent
San Diego Recreation Department

John K. Gessel, Director
Community Educational Resources
Department of Education
San Diego County

Dr. Erven Brundage, Administrator
Instructional Services Division
Department of Education
San Diego County

Dr. Agnes Toward, Director
Education Programs
University of California, S.D.

Dr. Carrol Wayman
Professor of Education
Department of Secondary Education
San Diego State University

Dr. Jack Blendinger, Director
Grant Community Education Center

Lyn Pankhurst
Advisory Council
Lauderbach Community School

Rex T. Dahms, Administrative Assistant
Cajon Valley Union School District

Andre Douchette, Coordinator
Comprehensive Health Service Program

Evonne Schulze, Community Education
Project Director
San Diego Unified School District

Marilyn Linn, Community Person
Lemon Grove